

CHAPTER I

INTRODUCTION

A. Background of the Study

People in this world speak lots kinds of language. From all of the languages and millions people now speak English. English is important, because it is used in many aspects of life such as communication, knowledge, education, technology, culture and art. In Indonesian English is taught as a second language . it's mean that people in Indonesian do not use English in their daily life.

English is one of foreign language almost learn in all of senior high school in Indonesia. They necessity of foreign language skill increasing rapidly together with the developing of technology and the developing era, young generation prosecuted to afford this development. However, not all persons have a strong desire and also the same interest in learning foreign language as their second language because they still find some difficulties while learning it.

One of the most important achievements of human being in their historical civilization so far is language. It is though the language that they can communicate and interact one another and even disseminate their achivement and advancement in science, technology, economic, education,

religion and culture as well to a much wider world. Among the existing 5000-6000 human natural language, as being predicted by well know futurologist, English will be the most influential and dominant language in the third millennium. They believe that more than 80 percent of scientific information on various fields is conveyed in english, a global language whose users are no less than one million, 80 percent of which is available in english.¹

In daily life people pursue activities which often involve other people. During such activities people communicate by using oral language or speaking that makes possible to convey message, information and expectation to other people. The researcher assumes that speaking is essential thing in daily life because it has many advantages such as building social interaction, redacting, misunderstanding and sharing information.

There are four skills in english : listening, reading, speaking and writing. All of these skills have to be mastered by students. Although the fact of these skill are integrated, yet found several students have difficulty in each skill. Speaking skill are an important part of the curriculum in language teching, and this makes them an importance object of assessment as well.² In this case, the researcher found not all of can speaking english easily.

¹ H. Ilzamudin Ma'mur, *Membangun budaya literasi*, (Jakarta pusat: DIADIT MEDIA, 2010) P. 266

² Sari Lauma, *Assessing Speaking*, (New York : Cambridge University Press, 2004)p.1

Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language learners must master the sound system of the language, speaking have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. Speakers of a language achieve an ability to express their need, to communication information, at least in short burst.³ In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. Because speaking is done in real time, learner's abilities to plan, process the foreign language are taxed greatly.

Speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face to face interaction, in real time, between an interlocutor and a candidate. The assessor of what is being said, as it is being said. Moreover, the nature of the interaction, the sorts of tasks that are presented to the candidate, the questions asked, the topics broached, and the opportunities that are provided to show his or her ability to speak in a foreign language will all have an impact on the candidate's performance. In addition to all the performance can vary enormously, from global assessments to detailed analytic scales.⁴

³ Gillian Brown and George Yule, *Teaching the Spoken Language*, (Cambridge University Press, 2004) p.14

⁴ Lauma, op.cit.,p.7

To learn English language, especially speaking, students must increase their knowledge by having confidence and a lot of practice. It means, it is not easy to learn it. However many problems are found in learning English and one of the problems is difficulty in speaking English. As we know that language has four skills, they are listening, reading, speaking and writing. Foreign language learners generally want to be able to speak English fluently. Therefore speaking skill becomes very important in the education field, students need to be exercised and try in order to have a good speaking skill.

From the advantages above, speaking ability is significant to be analyzed and this research will focus on learning English using drama performance. Drama is a representational art, a visible and audible narrative presenting virtual, fictional characters within a virtual, fictional universe.⁵ Students today have had more experience with plays than can express their language with drama; they have been exposed, although haphazardly, to memories of some word-innumerable plays on television or film.⁶

Many English teachers have many problems in teaching speaking. The problem is in what kinds of methodology adopted by the teacher and what kinds of techniques should be applied, to increase the students' proficiency.

⁵ Beth Beaufort, *Drama for Students*, vol.25 (New York : Gale Cengage Learning, 2008) p. 9

⁶ Raymond J. Rodrigues. *A Guidebook For Teaching Literature*, (London : Oxford University Press, 1978). P. 21

of language and knowledge especially on speaking skill. The teacher has to know more effective and efficient way in teaching speaking, the teacher can use some various technique based on classroom activity. So teaching learning process can be successful and the students learn seriously and enjoy it.

For the background of study, the writer take from student's score final practice examination. Please, see table 1.1 the list students' score final practice examination in appendixes. With this background of study, the researcher intend to research the improving student's speaking skill using english drama performance at second grade of SMK Bismillah classroom action research entitle : ***“Improving Student's Speaking Skill Using English Drama Performance”***.

B. Identification of problem

There are several problems that probably appear dealing with the effectiveness of Teaching English using drama performance, such as :

1. The students get the difficulty to speak English
2. The students need the interesting technique
3. The students do not pay attention of teacher explain

C. Limitation of problems

It is impossible to talk about speaking skill in this research because limitation of place and time. The writer limit the problem are :

1. The students' speaking skill at SMK Bismillah Padarincang Serang.

2. The application of english drama performance in teaching speaking skill as teaching activity.
3. The improvement of students' speaking skill taught by English drama performance.

D. Statements of problem

Some research problems may arise since many factors are involved. Those problems are formulated in question, which parentally appear.

1. How is the students' speaking skill at second grade SMK Bismillah Padarincang Serang ?
2. How is the application of english drama performance in teaching speaking skill as teaching activity ?
3. How is the improvement of students' speaking skill taught by english drama performance ?

E. Objectives of the research

Back to background of the problem above, the purpose of this research is to make that can give the clear explanation about :

1. To know the students' speaking skill at SMK Bismillah Padarincang Serang.
2. To know the application of english drama performance in the students' speaking skill as teaching activity.

3. To know the improvement of students' speaking skill taught by english drama performance.

F. Significant of Research

The writer hopes the result of the research will be advantageous to the writer especially and also for people as follow :

1. English teacher

Teacher will know the effectiveness this method in teaching speaking which can improve the students speaking skill at second grade of SMK BISMILLAH.

2. Students

Students can use the conversation using communicative method to improve their speaking skill at second grade of SMK BISMILLAH as one process learning and enjoy activity.

G. Previous Study

1. The first paper is written by Muhammad Rukyath (2006) with the title *“Improving speaking ability through english drama performance”*⁷. It discuss about improving speaking students using drama performance. Drama performance is one of the teaching techniques in english learning. It can be used as equipment for explaining because in

⁷ Muhammad Rukyath, *Improving speaking skill ability through English drama performance*, (Serang : IAIN SMH Banten, 2006)

the situation of teaching and learning process it will go more improve. The research is based on thinking that students like drama very much. To improve teaching learning english process be needed teaching using drama.

2. The second paper is written by Tati Haryanti (2007) with the title ***“Improving students speaking ability through dialogue performance”***⁸. It discuss about improving students speaking using dialogue performance. This research is conducted based on the statement of problem, how is the influence of dialogue performance toward students speaking ability. Based on the result the writer known that the students score improve in each cycle. In average, the result first test is 29,97, at the second test is 37,27 and the last test is 46, 9. From the result of test, it showed that the students speaking ability increase. Throught dialogue performance we can improve the students speaking ability. And the researcher in this research using drama performance in teaching students speaking skill.
3. The third paper is written by Wirman (2010) with the title ***“Using drama to improve students ability in speaking”***⁹. This research is very potential for researchers to provide a better theoritical and practical

⁸ Tati Haryanti, *Improving students speaking ability through dialogue performance*, (Serang : IAIN SMH Banten, 2007)

⁹ Wirman, *Using drama to improve students ability in speaking*, (Serang : IAIN SMH Banten, 2010)

understanding of using drama in teaching learning because there are very few previous researchers who raise this problem that is associated with inhibition of the ability of students that later researchers tried to find the solution by drama method which will could improve their ability in speaking.