

# CHAPTER I

## INTRODUCTION

### A. Background of the study

Education is an effort by humans to develop the potential that exists in themselves through formal and informal learning processes. Teaching and learning is one type of education that is educational. Teaching and learning will be very frustrating and boring for students. If the teacher as a teacher does not use appropriate learning techniques. The educating and learning cycle will be fun whenever finished with strategies that are fascinating and fun. However, many students in senior high school face some problems dealing with speaking English. They have difficulties in producing appropriate English utterances and lack self-confidence to speak English. When was the author conducted an observation and discussion with their teacher at class tenth of senior high school Al - Mubarak Boarding School Serang, it was found that there were some problems in the English teaching and learning process especially related to the students' speaking skills. Afterward, the author discussed with the teacher making a strategy to find a solution to the problem students speaking skill.

## **B. Identification of the Problem**

Speaking is one of the skills students must possess. Unfortunately, many students at tenth class Al Mubarak Serang learn speaking skills feel awkward, nervous and don't even say a word because they don't feel confident or don't understand at all. In a case study on book Ilzamudin Ma'mur most instructor talk around 100 to 200 words perminutes. Yet, what number of those words dounderstudies hear? All things considered, it relies upon how they are tuning in. On the off chance that understudy are truly thinking, they could possibly listen mindfully to around 50 or 100 words each moment, or half of what an educator is saying. That is on the grounds that understudies' are thinking a ton while they are tuning in. It's difficult to stay aware of a garrulous instructor. More probable, the understudies', are not concentrating in light of the fact that, regardless of whether the material is intriguing, it is difficult to think for a supported timeframe. Studies show that understudies hear (without deduction) at the pace of 400 – 500 words each moment. When tuning in for supported timeframe to an instructor who is talking up to

multiple times all the more gradually, understudies' are probably going to get exhausted, and their psyches will wander.<sup>1</sup>

Student and teacher interaction is one of the most important elements in education. Teachers can either facilitate or hinder student learning through these interactions and here teacher attitudes are important and have a direct impact on students. Sajjad added “Harsh attitudes reduce questioning abilities, confidence, decision-making capacities and negatively alter the learning styles and attitudes of students towards education. Treating students in an authoritative way profoundly reduces their confidence levels.”<sup>2</sup>

The true teacher is not the only source of learning. The teacher must be a facilitator. The teacher is not the main exhibition, but the teacher must be the director and screenwriter only. Based on the reasons above, the author interested made read aloud using mini drama script to help the speaking skills of class tenth senior high school Al – Mubarak Boarding School students’ in the 2021/2022 school year.

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<sup>1</sup> Ilzamudin Ma`mur. *Paragraphs For Competency – Based Translation Exercises*. (Serang: IAIN Banten Press, 2006), 177 – 178.

<sup>2</sup> Sajjad Husain, Nasir Ahmad,” The Impact Of The Indian Movie, Three Idiots (2009) On Attitudes To Education”, *Research in Drama Education: The Journal of Applied Theatre and Performance*. Vol.21, No.2, (April 2016), 242 – 246.

### **C. Statement of the Problem**

Based on the problem that is written is the background above, the author formulates the problem in research as follow :

1. How is students' speaking skill before the treatment?
2. How is the effectiveness of reading aloud using mini-drama script in teaching speaking skills?
3. How is the significant effect of mini-drama script on students' speaking skill?

### **D. Objective of the Problem**

Based on the limitation of the problem and the statement of the study above, that is written is the background above, the objective research are :

1. To investigate students' speaking skills before the treatment.
2. To examine the effectiveness of reading aloud using mini-drama script in teaching speaking.
3. To observe the significant effect of mini-drama script on students' speaking skill.

## E. Significant of the Study

This research is expected to provide several benefits:

- 1) For students, it will be an interesting technique to improve their speaking skills.
- 2) For English teachers, this will be an opportunity to improve the quality of conversation, vocabulary, intonation, and pronunciation by using mini drama script.
- 3) For schools, it will help improve students' speaking abilities.
- 4) For the Department of English Education, State Islamic University Banten, it can be used as a research reference with the same theme or purpose.

## F. Research Hypothesis

This study has two research hypothesis namely alternative hypothesis and null hypothesis. The hypothesis of this study can be described as follows:

Ha is Alternative Hypothesis :  
( $H_1 : r_{xy} \neq 0$ )

There is a significant effect of  
read aloud using mini drama script  
on students' speaking skills.

H0 is Null Hypothesis :  
( $H_0 : r_{xy} = 0$ )

There is no significant effect of  
read aloud using mini drama script  
on students' speaking skills.

## G. Previous of the Study

There are some previous studies related to the topic of the read aloud on speaking, in this section the author takes some previous studies as a reference that is reviewed to this study. They are :

1. The first is “*Types Of Classroom Interactions In The Implementation Of Mini Drama Script Project*” by Daud Jiwadono, Dwi Rukmini. *Engslih Education Journal*. Vol.5 No.2; November 2015: 1-7.

This data investigating types of classroom interaction that occurred during the implementation of mini drama script project. The data were gathered through observations and audio and video recording during three cycles. The collected data were further analyzed through four steps of analyzing talks: (1.) Providing a general characterization in which I listened to the conversation to get a general sense of the kind of interactions, (2.) Identifying grossly apparent features in which looked more closely to language features found during the conversation, (3.) Focusing in on structural elements in which I examined how the interactions were structured and described the most noticeable features, and (4.) Developing a description in which described the findings based on the data. The results indicated the

implementation of a mini drama script project allowed various types of interaction to occur during the project including the teacher speaking to the whole class, the teacher speaking to a group of members, the student speaking to teacher, the student speaking to student, and the student speaking to group members.

2. The second is "*The Implementation Of Reading Aloud In Developing Students` Speaking Skill*" by Ardhy Supraba, Edi Wahyono, Abdullah Syukur. *Journal Of Language Teaching And Learning, Linguistics And Literature*. Vol.8 No.1 June 2020:145 - 153.

This research focuses on the implementation of reading aloud in developing students' speaking skill. It aims to find out whether the implementation of reading aloud develops the students' speaking skill. This research used correlation research design in which questionnaire and speaking test are the instruments of this research. The population of this research is the first semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Cokroaminoto Palopo University.

The sample of this research is selected through purposive sampling technique. One class represented as the sample that is class B. The result of this research shows that reading aloud can be effective

way in teaching speaking class since there is a significant relationship between reading aloud and the students' speaking skill. It is determined by p value of 0,027 which is below 0,05. Thus, the implementation of reading aloud significantly contributed to develop students' speaking skill.

From both of previous study above, the similarity of this study is analyzed the same object that is about reading aloud on students' speaking skill. The differences are the first previous study is focused to classroom interactions using mini drama project of students' while the second previous study focused to developing students' speaking skill of population of this research is the first semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Cokroaminoto Palopo University. And this study is focused to implementation reading aloud using mini drama script on students' speaking skill.



## **H. Organization of the Writing**

The paper is arranged into three chapter every chapter has some point to explain the chapter :

1. Chapter I introduction, it contains the background of the study, identification of the problem, statement of the problem, objective of the problem, significant of the study, previous of the study, organization of the writing.
2. Chapter II is theoretical foundation, it contains the concept of read aloud, benefits and deficits read aloud, the concept of speaking, the basic types of speaking, the concept of drama, mini drama script.
3. Chapter III is method of research, the place and time of study, Participant, the research instrument, the technique of collecting data, the technique data analysis.
4. Chapter IV is finding and discussion.
5. Chapter V is conclusion and suggestion.