

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and the limitation, and the definition of key terms.

#### **A. The Background of the Study**

In Indonesia, English considered as the first foreign language and taught formally from elementary school up to university. The objective of teaching English at the school is to train the students to read and understand many references written in English and communicate with the other person in other country with English language.

From the syllabus of senior high school in curriculum 2013, it can be seen that the school started to teach their students not only English for specific purpose but also general English.<sup>1</sup> The syllabus is designed to fulfill the needs of the students. Graduating from senior high school, most of the students wish to implement the skill they have learned, because English speaking skill is very important to be able to participate in the wider world of work.

Learning English means learning language components and language skills, grammar, vocabulary, pronunciation, and spelling are

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<sup>1</sup> [www.silabuskurikulum2013.co.id](http://www.silabuskurikulum2013.co.id) , Accessed on March, 12<sup>th</sup> 2017.

the examples of language components. Meanwhile, language skill covers listening, writing, reading and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students.

The speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things people say). Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”.<sup>2</sup>

The speaking skill becomes very important in the education field because of the globalization make the ability to communicate effectively in English becomes an important part in all aspects of life. People often assume that the ability to speak is the product of language learning. But there are some people do not aware and ignore speaking part in the English. Moreover, students are also too shy to speak with the classmates. Their interest, teaching material and techniques also determine the success or failure of skill development. The way teachers teach also affect the student comprehension in speaking skill. One of the methods to increase student’s interest in speaking is through Project Based learning in drama. The reflective use of Project Based learning in teacher education programs has been suggested as a

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<sup>2</sup> Kathleen M. Bailey series editor: David Nunan, *Practical English Language Teaching: Speaking*, (Singapore: the McGraw-Hill Companies, 2005), 2.

way to bridge the perceived gap between theory and practice and augment the opportunities to observe and interact in 'real' classrooms.<sup>3</sup>

Project Based Learning is a dynamic approach to teaching in which students explore real world problems and challenges. The students offered some problems and they have to fix by observing and experimenting. This method can make the students more active and engaged learning in class.

Additionally, drama is also as a specific action to make the learning process more enjoyable, creative, communicative and contextual. The interactive drama is a language learning activity which each student in the class takes a distinct role with specific goals and then interacts with other student in the class to build alliances and complete common goals.<sup>4</sup>

Project based learning in drama is kind of speaking project by performing the drama. The students offered the title of drama and then they have to make this project clear by using project based learning method.

Based on previous study, project based learning has been applied in ICT to the college students. This project succeeds to

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<sup>3</sup> Bencze L., Hewitt J., Pedretti, E., Vaillancourt, B. D., & Yoon, S. New applications for multimedia cases: promoting reflective practice in preservice teacher education. *Journal of Technology and Teacher Education*, (2003), 11,

<sup>4</sup> Y. Cheng, E.K. Horwitz, & D.L. Schallert, *Language Anxiety: Differentiating Writing & Speaking Components*, (Cambridge: Cambridge University Press), 2007.

increase students' speaking ability by using project based learning roles.<sup>5</sup>

This study was conducted in X MIA 3 at SMAN 2 Kediri. Because this class had problems with speaking ability. The students were not confident to speak in front of the class, they needed much time to prepare their speaking and they had low interesting with english class.

Based on the problems above, by knowing the reality that most of the students have low skill in speaking English, the researcher concludes that the teacher needs a good method in teaching English. The researcher chooses project Based Learning in Drama because this method reflecting the gap between theory and practiced. In this paper, the researcher wants to increase speaking skill for students by using Project Based Learning in Drama, so the researcher chooses the title of the research **“Improving Students’ Speaking Skill Using Project Based Learning in Drama to the First Grader of SMAN 2 Kediri”**.

## **B. The Statement of the Problem**

Based on the background presented above, the statement of the problem of this study is:

“How can project based learning in drama improve students’ speaking skill to the first grader of SMAN 2 KEDIRI?”

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<sup>5</sup> Ardi marwan, Empowering English through Project-Based Learning with ICT, *The Turkish Online Journal of Educational Technology*, 14, 2015.

### **C. The Objective of the Study**

Based on the problem stated above, the general purpose of this study is to find out how Project Based Learning in Drama can increase students' speaking skill to the tenth grader of SMAN 2 KEDIRI.

### **D. The Significance of the Study**

The research is expected to give some information of knowledge for the teacher, the students, and the reader. So they can see it as guidance for better in the teaching learning process.

#### 1. The teacher

- The teacher knows the interesting method to teach speaking skill for the students
- The teacher motivates the students to improve their speaking skill through Project Based Learning method in Drama

#### 2. The students

- The students improve their speaking skill through Project Based Learning method in Drama
- The students have good motivation and interest to study speaking in English

#### 3. The reader

- The reader knows the interesting method that can be used to teach speaking through Project Based Learning method in Drama.

## **E. The Scope and the Limitation**

The scope of this research is about the using of Project Based Learning in Drama to improve students' speaking skill at SMAN 2 Kediri. Here, the researcher focuses on studying teaching speaking. The researcher chooses the first grader of science students, especially the class X MIA 3 as the resources data.

## **F. The Definition of the Key Terms**

To make everything clear to the readers and avoid misunderstanding on similar terms in this study, it is necessary to state definition of key terms.

### **1. Speaking skill**

Speaking skill is the student's ability in process of constructing meaning that involves producing, receiving and processing information. In this research, speaking skill approached by performing the drama.

### **2. Project Based Learning**

Project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.

### 3. Drama

Drama is a unique tool to explore and express human feeling. In this research, drama as the students' project in order to practice speaking.