

# **CHAPTER I**

## **INTRODUCTION**

This chapter describes an introduction that consists of the background of the study, the problem of the study, the objective of the study, hypothesis, the scope of the study, the significance of the study and definition of the key terms.

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

The important thing in communication is language. In this communication process, sender can receive and evaluate feedback from the receiver. Sometimes when people communicate, the receiver gets the sender's idea. One of the ways of communication is tough speaking. Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. While Anton (1970 : 6-12) mentioned in their practical English conversation that many English learners complained about their difficulties in speaking English although they had been studied English for long time.

There are lot of methods and techniques to get the English teaching effectively. Kasihani (1998: 57) said that to teach speaking lesson can be done by many activities that can be made as many categories. The teacher's creativity is needed in order that the English class does not become boring. Beside the technique, there are many English programs on TV nowadays that can make the students more active and enjoy their speaking. The main performance here is the ability of students to speak English fluency. Because good speaking ability will make them easier to show their performance and it will shows that English is not

difficult to study.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply their speaking ability in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching learning process.

To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique that is the one which common known under the term “Dramatic Activities” and “Inside-outside Method”. Both of them are the good way to turn a broad subject into a limited and more manageable topic for a short communication.

Dramatic activities have been used in language teaching in many names such as creative play activities, drama techniques, dramatic activities. However, the sub characteristics of drama activities is the integration of various activities by using mime, role-playing, improvisation, simulation, language games, story-telling, dramatization (Praputkit, 1983). Maley and Duff, (2005) defined dramatic activities that they provide the opportunity for learners to use their personal characters in speaking skill; they can role-play via gestures, facial expression, imagination, memories and potential experience in the past to act the roles assigned. In addition, Davies (1990) mentioned that dramatic activities, if the teachers know how to use them effectively, they will help reinforce the

individuals to develop their communicative skill though the dramatic activities are only the role plays.

Inside-Outside circle is one of method in cooperative learning. It is a summarize technique that gets student up and moving; it means that the inside-outside circle strategy is a quick way to involve all students in the processing or reviewing of new material in one time. According to Suyatno (2009:69) "model of learning inside-outside circle learning is a model system with a small circle and big circle where students sharing information at the same time with a different partner with short and regular.

Based on previous researches at English of Thungsaliemchanupatham School in 2012 using dramatic activities, Iamsaard (2015) and junior high school Satu Atap Melai One Wakatobi in 2017 using inside-outside method, Habibi (2017), the researcher finds out that the students who trained using dramatic activities in Thungsaliemchanupatham School and inside-outside circle method in junior high school Satu Atap Melai One Wakatobi have higher scores than those who are not. In addition, the attitudinal survey shows that the students feel positive about the dramatic activities and inside-outside circle method and most of them perceive that the technique helps them to improve their English writing performance.

Considering the issues above, the researcher is motivated to conduct experimental research in which the researcher compares Dramatic Activities and Inside-Outside Method in teaching Speaking to find out the significant differences.

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

Based on the background of the research of this study, the problem of this study is formulated as follows: “Is there any significant difference between speaking ability of students taught by using dramatic activities and that those taught by using inside-outside circle method in teaching speaking?”

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

Based on the question formulated in the problem of this study, the objective of the study is to find out the significant differences between dramatic activities and inside-outside circle method in teaching speaking.

## **D. Hypothesis**

Hypothesis is tentative explanation for certain behaviors phenomena or events that have occurred or will occur. This research wants to know the effectiveness of teaching speaking taught by using dramatic activities. The researcher builds the hypothesis to make the purpose of this study. The researcher's hypothesis are :

1. Hypothesis 1 ( $H_a$ ) : There is a significant difference between speaking ability of students taught by using dramatic activities and that those taught by using inside-outside circle method in teaching speaking.
2. Hypothesis 0 ( $H_o$ ) : There is no significant difference between speaking ability of students taught by using dramatic activities and that those taught by using inside-outside circle method in teaching speaking.

### **E. The Scope of the Study**

This research is only focused on speaking ability. Teaching of speaking can be conducted in many ways. To teach speaking achievement successfully to the students, the teacher can use many method of speaking. This research focused on the application of using dramatic activities and inside-outside circle method in teaching speaking.

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

The significance of study is explained the theoretically and practically. Theoretically, English as the international language undoubtedly is used in the world wide. The result of this research can open the readers' mind and give them new knowledge about the implementation of dramatic activities and inside-outside circle method in teaching speaking skill.

Practically, this research is expected to give advantages and will be valuable for all readers, especially English teacher and students.

#### **1. The English teachers**

The result of this research is to give new input that teachers can use in teaching strategy which is suitable with their student's situation and also to help the teacher in improving their competence in teaching learning English, especially to support and joy to the students' abilities that can increase the students' achievements. And also they can contribute the development of English teaching and practicing in the classroom by the teacher. Furthermore, they can use the result of the study to find an effective strategy in teaching process and find out an effective ways to make a good joyful technique in English teaching.

## 2. The English students

This research gives some description to students so they can learn English more effectively, enjoy, be happy, play full, and they are also not bored in the class through the lesson, so they will be more interested in learning English and easier to understand. So, they can find important aspect so that they can get high encourage and eagerness in learning English in order that they can receive material of the lesson easily.

### **G. Definition of Key Terms**

The following definitions which are used in this study are given to avoid misunderstanding and in order to make same perceptions for the readers. So the terms are needed to be defined as follow:

#### 1. Dramatic Activities

Dramatic activities is method of learning where teacher divide student into small group. If in class consist of 30 students, divide into 6 groups, each group consist of 5 students. The teacher ask student to perform drama with their own role based on material. When one group performs, the other group watches and responds after the drama is played.

#### 2. Inside-Outside Circle Method

Inside-outside Circle Method is method of learning where teacher divides students into large groups. If in class consist of 40 students, divide into two groups, each group consist of 20 students. Each group has two different tasks. Each group is further divided into two parts each of 10 students. The teacher ask

students to discuss different topics that will be studied. After discussion, 20 students for each major group stand in a row following the line, they are shifted follow clockwise.

### 3. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information and utterances which have meaning to convey information. In this research, student will interact with their group using dialogue to share information.