

CHAPTER I

INTRODUCTION

This chapter explains an introduction that consists of background of the study, problem of the study, objective of the study, significance of the study, and definition of key terms. In introduction just tell little of the study that student's weakness in speaking skill, and it can improve through teacher's teaching method like drama technique.

A. Background of the Study

In the context of learning English in school, speaking is one of the four language skills. Speaking is very important, because students will be able to develop their ability in reading, writing, and listening.

Speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation¹. One of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using it in

¹ J.M. O'Malley, & L.V. Pierce, *Authentic Assessment for English Language Learner: Practical Approach for Teacher*, (Massachusetts: Addison-Wesley, 1997), 34.

communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts¹.

In fact, the English instruction in some Senior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years². Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged.

We cannot deny the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. However, the most important thing is that we, as the English teachers who are directly involved with the instructional activities, must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

Based on the preliminary study conducted at Senior High School (SMAN 1) Plosoklaten, learning process especially English of speaking skill still has problem. The teacher does not have method to teach students, and the teacher needs

¹ A. Burns, & H. Joyce, *Focus on Speaking*, (Sydney: Macquire University Press, 1997), 24.

² L. A. Lestari, "Permainan Bahasa: Salah Satu Alternative untuk mengaktifkan Siswa Berbicara dalam Bahasa Inggris", *Jurnal Genteng Kali*, 4, (2000), 17.

learning method that is innovative. Considering the problems faced by the teacher, it can be said that the English teachers of Senior High School (SMAN 1) Plosoklaten still meet some serious problems in teaching and learning process. Referring to the result of the observations, informal interview, document study, and analysis above, the researcher supposes that the above unsatisfactory proficiency of the students' speaking is not caused mainly by the students' low motivation, high anxiety, or limited vocabulary; rather, the primary cause of their poor skill is the inapt technique the teachers utilize and the inadequate "space" they provide to facilitate students' speaking.

The monotonous and inappropriate teaching technique used by the teacher might cause low motivation on the students in learning English which affect their ability in speaking. Most students are unmotivated in learning as the result of the teacher's monotonous teaching techniques. The students soon get bored and uninterested in learning

The teacher needs learning method to solve the problem in learning process. The teacher gives students opportunity to be active in learning, because student who is active can understand. We know that there is interactive learning. It can make kind of learning method, and also can give motivation to students like drama technique.

Comparing to other techniques, drama seems the most interesting one for the students. In drama technique, the students act or pretend to be someone else in the actual world situation that is brought into the classroom. Utilizing the technique,

peer learning is also encouraged and sharing of responsibility between the teacher and the learner in the learning process takes place. Besides, for the shy learners, for instance, drama helps them by providing a mask where learners with difficulty in conversation are liberated.

Based on the theoretical background and the findings of some previous studies about the effectiveness of dramaing, the researcher chooses this technique to be used to improve the speaking ability of students in Senior High School (SMAN 1) Plosoklaten. This technique is chosen to improve their speaking competence since it provides the students with practices in using English and encourages them to make use of the language naturally.

B. Problem of Study

Based on the background of the study, the researcher formulates the research problem as follows “How can drama technique improve students’ speaking skill at Senior High School (SMAN 1) Plosoklaten?”

C. Objective of the Study

The objective of the study is that the writer wants to know how drama technique can improve students’ speaking ability of the students at Senior High School (SMAN 1) Plosoklaten.

D. Significance of the Study

The result of this study is expected to give practical contribution to the teaching of English, particularly at SMAN 1 Plosoklaten where the research is conducted. It is hoped that the use of drama technique will be profitable source to the English teacher as a reference of using drama technique to improve the students' speaking ability and a valuable technique for teaching speaking to be applied in the classroom. The findings of this study will be the procedures or guidelines in implementing drama technique so other English teachers in different school can implement the strategy to teach their students.

E. Definition of Key Terms

Drama technique uses in teaching English to improve students speaking skill. Drama informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and it is governed and validated through criteria other than aesthetics. In other words, drama is concerned with the world of let's pretend, it asks the learner to project himself imaginatively into other situation, inside the classroom, or into the skin and personal of other person. Here is one example of drama, that is the teacher chooses the short story then the students acting out that the story in during certain periode of the time with their group in the classroom..