

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the definition of speaking and drama, and will tell about the drama technique in learning process. The researcher also has told that mostly students weak in speaking skill. This following will tell about speaking and drama. And then drama technique here will be made to teach students in speaking skill.

A. Speaking

The terms 'speaking' is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs¹. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

The characteristics of communicative competence including: a) knowledge of grammar and vocabulary of the language, b) knowledge of rule of speaking e.g.,

¹ H.D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (1st ed.), (New York: Addison Wesley Longman, 2001), 70.

knowing how to begin and end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations, c) knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and d) knowledge of how to use language appropriately[†].

Spoken language is the most familiar form of language that is used by members of society in order to build relation. As a means of communication, spoken language fundamentally occurs within a context. In some social contexts, spoken language is used as the dominant form of communication[†].

Mastering the spoken language is not merely mastering its articulation and forms. The ultimate aim of mastery of spoken language is to communicate. This means that mastery of rule of speaking and conversational skill is necessary. In other words, the students must be able to use English for either interactional or transactional purposes. Therefore, the students must be taught about the acceptable expression of language functions and formulaic expressions when opening, responding, and terminating a conversation. For this reason, the teachers of English need to use teaching techniques by which the students can be involved in the communication actively.

The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially those who are

[†] P. A. Richard-Amato, *Making It Happen: from Interactive to Participatory Language Teaching: Theory and Practice*, 7th ed, (New York: Longman, 2003), 22.

[†] A. Burns, & H. Joyce, *Focus on Speaking*, (Sydney: Macquarie University Press, 1997), 21.

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.

The researcher found out some problems related to the instructional activities in this school. Those problems are that: ١) the students have low speaking ability; ٢) the students have low motivation in learning English; and ٣) the teacher still uses monotonous and inappropriate teaching techniques.

Considering the problems faced by the teacher above, it can be said that the English teachers still meets some serious problems in teaching and learning process. The three problems the students' low speaking ability, the students' low motivation in learning English, and the teacher's monotonous and inappropriate teaching techniques are very close connected and correlate one another. Comparing to other techniques, role-play 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.

B. Drama

Drama is authentic. It can be used in real conversations, where students can express their emotions and ideas while listening to the feelings and ideas of their classmates^ξ. In other words, English is taught in a communicative context, as a real mean of communication, which is far from lists of vocabulary or grammar exercises. These types of activities promote fluency in conversation and also help memorising new vocabulary. The language is used, applied in a game or activity whose aim is to establish a communication, and this verisimilitude with reality enhances students' speaking fluency, listening comprehension and retention of words. Drama encourages students to speak, by giving them the chance of communication^ο. Drama activities allow students to use the language they feel more comfortable with the advanced learners can employ more complex dialogues, whereas those who are less secure just develop simple conversations.

With the emphasis on the communicative approach to language teaching, a lot of importance is given nowadays to setting situations in the classroom where students can employ language in a meaningful way^ϛ. This arises from the basic principle that language is especially a means of communication, not an abstract body of knowledge to be learnt. Dramatic techniques are able to furnish a framework in which students have a real need to communicate^υ. This need is only achievable in certain conditions

^ξ V. A., Aldavero, "Drama in the development of oral spontaneous communication", *Encuentrojournal*, ξ, (ϣ···), ξ·.

^ο *Ibid*, ξϣ.

^ϛ J. Dougill, *Drama Activities for Language Learning*, (London: Macmillan, 1987), 1ϣ.

^υ *Ibid*, 1ϣ.

and in a proper classroom environment, as we will be commenting next. The first aspect to take into account is the teacher-student relationship and their respective roles.

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 lets pretend, it asks the learner to project himself imaginatively into other situation, outside 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.

C. Assess Speaking

No.	Name	Pronunciation (1-5)	Fluency (1-5)	Intonation (1-5)	Clarity of meaning (1-5)	Comprehension (1-5)	Total X(±)
1	A						
2	B						
3	C						