

# CHAPTER 1

## INTRODUCTION

This chapter discusses some points including background of the study, statement of the problem, purposes of the study, significance of the study, scope and limitation of the study, hypothesis of the study and definition of key terms.

### **1.1 Background of study**

English is an international language. In English language, there are four skills those are listening, reading, writing, and speaking. Speaking is one of abilities that has been mastered by people in the learning process of English and process of transferring message and information to people. People can speak English well, if they can speak English everyday. If we master speaking well, we can carry out communication, express ideas, opinion, and information to people.

Leong and Ahmadi (2017:1) stated that speakers used their communication when they are going to inform their audience about something. So the speakers should be both listeners and speakers at the same time to create effective communication. Effective communication is when we speak to our audience and they understand what we are talking about. So we can achieve our goals of speaking.

In fact, the ability to speak is similar to know the language itself and speaking according to Susilawati (2013:17) is a crucial foreign language learning and teaching in Indonesia, because speaking is one of the activities that people use to communicate with other people in their conversation. When the people speak, he or she can interact their language to express their ideas, feeling, and thought. They also convey the information through communication. So that if the people can not speak well, it make them difficult to speak with their partners in their communication.

Asrida (2014:1) stated that speaking is a process of building and sharing meaning through the used of language orally. By learning speaking, the people will know how the way to express language communicatively and they also know how to express their ideas and make interaction in society. The people can speak English well if they have good communication as according to Nofiadri (2015:2) speaking is an active productive skill, through speaking the people can build communication and speaking mastery is also one of important aspects to learn foreign language and success in measuring terms of the ability to carry out a conversation in the language.

Teaching speaking is one of important parts of second language learning and also ability to communicate in a second language clearly and efficiently contributes to the success of the learners in the school and in their life. According to Bahrani and Soltani (2012:1) the purpose of teaching speaking is help students develop their speaking into effective communication. Therefore teaching speaking is the way for the learners to express their emotions, communicative needs, and interact with another person.

Asrida (2014:1) stated that teaching speaking can be defined as interaction between teachers and students in the classroom. It means that the students should be able to communicate in a direct dialogue. The use of English to communicate is not simple for the students, because they have to master several important aspects, such as pronunciation, grammar, vocabulary, fluency, and also comprehension. Those aspects in speaking are important in the communication because if they do not master all of aspects in speaking, their communication will not run well.

Teaching speaking is very important for the learners to learn speaking as according to Leong and Ahmadi (2017:2) that speaking is the most important skill because it is ability to communicate in the conversation. Therefore, the teacher should give the learners opportunity to speak one by one or with their partners, because teaching speaking is giving instruction to a person in order to communicate.

In this research, the researcher uses drama technique as technique in the learning process. According to Ozdemir and Cakmak (2008:2) that drama is an instructional method, which help individual to develop themselves in multi dimensions by empathizing with others, be active in educational and instructional process, be able to express themselves, be more creative and according to Cheng (2007: 1) that interactive drama is a language learning activity which each people takes a distinct role with specific goals then interacts with their partners in the conversation to build communication and complete common goals. Based on the statements above, the assumes that drama is an effective technique for speaking, because drama give opportunity to share their ideas and communicate with other people in the conversation. Drama also help students to train their confidence while speak up. So the researcher interest to conduct the research to know the effect of using drama technique on students speaking ability.

There are some researchers investigated related with implementation drama technique in students speaking ability. For the first study conducted by Nofiadri (2015) he uses drama technique in their research and the purpose of their research was to know students speaking skill at English Department of Imam Bonjol State Institute for Islamic Studies Padang". The

finding of the result showed that drama technique make the students speaking skill be better. The other researcher came from Gill (2016) he uses drama for Asian ESL learners to communicate oral English. The finding of the result showed that drama give motivation to learners and help Asian ESL Learners become more confident and enthusiastic using spoken English communicatively. Another researcher came from Susilawati (2013). She uses drama technique to know students speaking skill. The finding of the result showed that the implementation of drama technique was effective in the learning process. Through learning process by using drama technique can motivate students to learn speaking, make the students be confidence in speaking practice, and also maximize students interaction during the learning process. The students speaking skill also be better, because the students tried to learn their speaking through drama technique. The students were more confident and enthusiastic in speaking practice.

This technique already conducted by Aini, Yufrizal, and Hasan (2014) they applied drama technique in teaching speaking. The aim was to know students speaking ability. They applied the research at SMPN 3 Batang Hari Nuban Lampung Timur. The finding of the study showed that 83,33% students were success but 16,66% students does not success in speaking. Speaking aspect was still lowest in their research was fluency, it is because the time were given by the teacher was limited. So that the students are less ready to perform their drama without script, so this affect the student's fluency in speaking. Finally the result showed that from all of aspects in speaking such as accuracy like grammar, vocabulary was success when implemented this technique in their research, it is because when the student reading the script silently, the students got understanding towards grammar and vocabulary.

Meanwhile, when the students practice without script, their speaking was not fluent and when they perform, they difficult to memorize the script because the teacher did not give enough time to practice. So the students more success in accuracy (grammar and vocabulary) than fluency. As we know that fluency is one of important aspects in speaking, the people have a good speaking if they can speak fluently without making mistakes in their conversation as according to Karimy and Pishkar (2017:5) that English language fluently is very important as a key factor of failure or success of the people both academically and generally in their practical life. A success of speaking is also when people can speak fluently without hesitating too much. The speakers use the language quickly and what they convey to their audience and make their audience understand but in the previous study, the result showed that accuracy (grammar & vocabulary) is the most applicable whereas most

problematic is fluency. So that the researcher wants to prove students improvement in speaking fluency by using drama technique.

## **1.2 Statement of the Problem**

From the background of the study, the problem statement in this paper is does drama technique give significant effect on students speaking ability at SMPN 2 Cerme?

## **1.3 Purposes of the Study**

The purpose of this study is to find out the effect of using drama technique on students speaking ability at SMPN 2 Cerme.

## **1.4 Significance of the study**

This research has some types of significances. The first is the theoretical significance, and the second is practical significance.

### **A. Theoretical Significance**

This research can give more understanding about teaching learning process by using drama technique and how to apply the technique related to the theories.

### **B. Practical Significance**

There are some expected benefits to achieve from this study. This study give contribution to the students, teacher, and reseacher itself. For the students, the students can learn speaking by using drama technique in the learning process, they can practice their speaking by using drama technique with their friends and for the teacher, the teacher can use drama technique as an alternative technique in teaching learning process and the teacher can know the students speaking ability by using drama technique and the the last is for the future researcher, the researcher can use this technique to teach their students in the future of teaching learning process.

## **1.5 Scope and Limitation of the Study**

The researcher determine the scope and limitation which focus on eight grade of Junior High School in SMPN 2 Cerme. The researcher focus to know the effect of drama technique on students speaking ability and limitation of this study was material used in the application of drama technique. The material is narrative related to the syllabus used.

## **1.6 Hypothesis of the study**

H0 : There is no significant effect of using drama technique on students speaking ability at SMPN 2 Cerme.

H1 : There is significant effect of using drama technique on students speaking ability at SMPN 2 Cerme.

## **1.7 Definition of Key Terms**

Some operational definitions are given to avoid misunderstanding from the readers. The key terms are operationally defined as follows:

1. Speaking Ability

Speaking Ability is ability of the students to speak monologue about narrative

2. Drama Technique

Drama Technique is one of technique in teaching learning process, students make a drama scripts first after that the students practice drama in the classroom.