

CHAPTER II

REVIEW OF RELATED LITERATURE

It has been mentioned in the previous section that the aim of the study is to know the effect of drama technique on students speaking ability. Thus, in this section the discussion will center around review of related study, the researcher examines some theories that become the frames of thoughts of the study.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking is one of basic keys of communication. By mastering speaking ability, we can carry out communication. Through speaking it make the people to express their idea in the conversation. One of the purposes of teaching English is to make the learners be able to communicate by using their language in oral communication. According to Asrida (2014:1) stated that speaking is process of building and sharing meaning through the use of language orally. When the people learn speaking, the people will know how the way to express language communicatively and they also know how to express their ideas through interaction. The people can speak English well if they have good communication, so that if the people who want to have good communication, they should be practice English well. In addition to Susilawati (2014:17) stated that speaking is one of language that concern on the abilities to carry out spoken communication. The students should have ability to speak in order to communicate with other people easily. So that if the students have good ability in speaking, it make them to speak with other people easily and they can build good communication.

In the learning activities, speaking have purposes that is to build good communication to get effective communication as according to Leong and Ahmadi (2017:1) that speakers use their communication when they are going to inform someone 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 our audience understand what we are talking about. So we can achieve our goals of speaking. In the speaking activities, speaking is the core of language learning and speaking also as oral production. Successful oral production is successful language learning. Many factors influence speaking ability such as motivation, methods, materials used in the classroom, and atmosphere of the setting where the learners are taught, then chances for practicing the target language (Kosar and Bedir, 2014:1)

From the definition above, it can be concluded that speaking is one of ability to communicate in the real situation. The people also can share their ideas, feeling, and thought through speaking conversation. The people should be able to learn speaking well, because it is important for them. If the people do not speak English well, it is difficult to people to understand what the people say. In addition, if we can speak English well, it can make us easy to communicate with other people.

2.1.2 Components of Speaking

Speaking is a process to share information to other people, through speaking we can express our ideas through conversation with other people. If we want to have good speaking, we should be acquire some components in speaking. According to Harris (1974) there are five components of speaking skill:

a. Pronunciation

Pronunciation is the way for students to produce clear sounds or language when they do conversation or speaking. If the students can produce words clearly through speaking, it means that they can communicate with the others well, because they have good pronunciation.

b. Grammar

Grammar is needed for students to arrange the students to be good sentences, grammar it can used in oral and written form. The function of grammar is to arrange the correct meaning of sentences to be good. Through grammar also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary means that the appropriate diction which uses in communication without having a sufficient vocabulary, we can not communicate effectively. Having limited vocabulary is also a barrier that precludes students from learning a language.

d. Fluency

Fluency can be defined as the ability of students to speak fluently and accurately. Fluency usually refers to express oral language freely without interruption.

e. Comprehension

Comprehension for oral communication, it certainly requires a subject to respond. Comprehension is also as ability to comprehend our speaking. If speakers have good understanding about what are they saying to the listeners, it makes the listeners easy to understand what we are talking about and it also avoid misunderstanding between speakers and listeners in conversation.

2.1.3 Definition of Teaching Speaking

Teaching speaking is important part of second language learning. In teaching speaking process, the students should be have interaction with their teacher to build effective communication. We teach speaking based on curriculum of the school. The curriculum in Indonesia has been changing and developing overtime. According to Hartoyo (2011) about curriculum and material development in English Language Teaching, Indonesia has already implemented nine curriculum that are the curriculum 1950, 1958, 1962, 1968, 1975, 1984, 1994, 2004, and now being curriculum 2006. Curriculum 2006 is also known as the “Kurikulum Tingkat Satuan Pendidikan (KTSP) or School Based Curriculum (SBC).

KTSP is designed in order that every school can develop the teaching learning process based on students characters and situation in the school. So that, the teacher can develop their methods and techniques in the teaching learning process and they also can increase students competencies. Hartoyo (2011) states that English Language Teaching in Junior High School is aimed that enabling students to reach functional level in a sense that they can communicate in spoken and written form to solve daily problems. He also explains more about the purposes of English language teaching in Junior High School that are developing communicative competence in spoken and written language to achieve functional literacy, generating awareness about the nature and importance of English to improve competitiveness in global society and developing studets understanding about the relationship between language and culture.

In this research, the researcher uses curriculum 2006 in Eight grade of Junior High School and there are standard competences of speaking based on curriculum 2006 in Eight grade of Junior High School that are 9.1 Expressing the meaning of transactional conversation (to get things done) and simple interpersonal conversations by using accurate, fluent, and acceptable spoken language to interact with the immediate environment involving speech acts: asking, giving, refusing of service, asking, giving, refusing goods, asking, giving, denying information, asking, giving, and refusing opinions, offering/accepting/rejecting things. 9.2 Expressing the meaning of transactional conversation (to get things done) and simple interpersonal conversation by using accurate, fluent, and acceptable spoken language to interact with the immediate environment involving speech acts: requesting, approving, responding to statements, paying attention to speakers, initiating, extending, and closing conversations, and initiating, extending, and closing phone conversations. 10.1 Expressing meaning in simple short functional oral text by using a variety of spoken language accurately, fluently and acceptable to interact with the surrounding

environment. 10.2 Expressing the meaning in a simple short monologue by using a variety of spoken language accurately, fluently, and acceptable to interact with the surrounding environment in recount and narrative text.

From all of standard competences already explained above, the researcher choose standard competence 10.2 that is expressing the meaning in a simple short monologue by using a variety of spoken language accurately, fluently, and acceptable to interact with the surrounding environment in recount and narrative then the researcher chooses narrative as material in the research. There is indicator in narrative based on the syllabus that is the students do perform monologue in the short simple of narrative.

2.1.4 The Problem in Teaching Learning Process in Speaking

There are some problems in teaching learning process especially in speaking. From the first problem conducted by Susilawati (2013:18) that in teaching learning process, the teacher did not give a lot of chances for the students to do speaking activities, the teacher only focused on translation and grammar. So that, they are not active in practice of speaking in the classroom. Therefore, teaching speaking should be focused on making the students to speak up actively in the learning process and speaking learning process should be dominated by students.

In addition in teaching learning process, the teacher must have some technique that can make the students feel enjoy in the learning process and the teacher should be give opportunity to students to practice their speaking in the class as according to Leong and Ahmadi (2017:3) stated that the problem was faced by students is the students still do not speak English well, because some factors such as less encouragement and chance from the teacher in giving the opportunities to students to practice their speaking in the class. Not only about that but usually process of learning is bored. The teacher always using same technique to teach students in the classroom. So that the students got bored. Meanwhile, the problem in teaching learning process. The teacher sometimes is not aware of the students problem, so that when the students speak up, the students got problem. They only have limited vocabulary and lack of preparation. Therefore, the teacher should be aware of students problem to generate students motivation in the learning process and the teacher are encouraged to be more creative in designing better techniques that can encourage students to be active in speaking (Indrianty, 2016).

From the statements above, we conclude that the problems in teaching learning process is sometimes the teacher did not give enough time to the students to practice speaking in the class and sometimes in the learning process, the teacher more dominant than students

and the technique that the teacher use in the learning process is less interesting. So that, it can make the students feel bored. The teacher should be make teaching learning process be more interesting in order to make the students active to speak up.

2.1.5 The Principles of Teaching Speaking

In teaching learning process, the teacher should have a lot of knowledge about how to teach English well, especially in speaking. In addition in the teaching learning process has some principles, especially in teaching speaking which will be implemented in the learning process. There are three principles of teaching speaking as according to Thornburry (2005):

a. Raising awareness is one of activities to activate students knowledge and students are made aware of the target language features. In awareness activities, there are some activities that will be given by teachers to students in activate students knowledge to comprehend the target language. The activities included raising awareness, using recording and transcripts, focusing on selected of language features, using live listening, and using noticing the gaps activities.

b. Appropriation is one of activities to help the students to comprehend the target language. In this activities, the teacher gives the students exercise with knowledge base and the teacher still guide them to comprehend the target language. In appropriation activities included appropriation practiced control, drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, communicative tasks, and task repetition.

c. Autonomy is activities which the students can use their target language without help by the teacher, the students can use their target language automatically. In autonomy activities included autonomy and automaticity, criteria for speaking tasks, feedback and correction, presentations and talks, stories, jokes, and anecdote, drama, role play, and simulation, discussions and debates, conversation and chat, then outside speaking class.

The principles of teaching speaking not only come to Thornburry (2005) but another statements about the principle of teaching speaking come to Nunan (2003) there are some principle in teaching speaking. For the first is the teacher should be aware of differences between second language and foreign language learning contexts. The second is give the students to practice with both fluency and accuracy. The third is provide opportunities for students to talk by using group work or pair work and limiting the teacher talk. The fourth is plan speaking tasks that involve negotiation for meaning. The last is design the process of learning activities that involve guidance and practice in both transactional and interactional speaking.

From the statements of principle of teaching speaking above, we conclude that the teacher should have principle in teaching speaking, because it helps the teacher to build effective teaching that involves acquiring relevant knowledge about students and using that knowledge to design classroom teaching be interesting. In addition to the teacher must give the students opportunities to use their English language to communicate in the activities and the teacher also should be focused on skill and the technique in the learning process.

2.2 Drama Technique

2.2.1 Definition of Drama Technique

Drama technique is one of the techniques that exist in the teaching learning process that contains stories that describe life and characters through the action or dialogue that staged. According to Tomas and Ganiron (2014:3) that drama not only as a performance but also a process in language learning. Drama has the potential to empower the students, give to them many opportunities to have responsibility in their work, problem solving and to develop their organizational skills. Drama in teaching learning process also help the students to be more active when they speak English in the classroom and drama give the students opportunity to speak English as according to Cheng (2007:1) stated that interactive dramas are a language learning activity which each people takes a distinct role with specific goals and then interacts with their partners in the conversation to build communication and complete common goals.

In addition using drama in teaching learning process can be strategy or technique that can be used by the teacher in the classroom, because using that strategy or technique can make the students be active to interact with their friends, because they play their characters and speak up as according to Nofiadri (2015:5) state that drama is a text in which characters do all the talking. Drama in teaching speaking will carry out the basic concept of drama to build a play and then manifested into a strategy in classroom interaction for language learning. Applying drama technique in the classroom help the students to implement their speaking which can be shown by communicative competence. Meanwhile Zyoud (2010:10) stated that drama is an interesting teaching strategy which related between thought and expression in language. Drama can help in the acquisition of communicative competence. Drama also facilitate the type of language behaviour that should lead to fluency and it is accepted the learners who want to learn a language in order to make understood in the target language.

From the definition above, it can be concluded that drama is one of activities that can make the students feel free to speak using English in front of the class. The students play their

characters and then interact with their partners in the conversation. Through drama the students not only can interact with their friends, but they also be confidence, active learners because the students can express their ideas and speak up with their friends, and using drama make the learning process become enjoyable learning

2.2.2 The Advantages of Drama Technique

In drama technique. There are some advantages using drama technique in teaching learning process. They are as follows:

- a. Drama techniques can help to develop social skills and interaction as well
- b. Drama also help the students to interact and make them understand each other, it is also help to overcome social and linguistic barriers in effective communication
- c. Drama provide students with situations that demand learners ability to work in a team
- d. Using drama in the classroom it can be enjoyable and can create a conducive atmosphere in learning.
- e. Drama help the students to overcome the fear of making mistakes in speaking and fear of using the foreign language in front of others or make them to be confident.
- f. Drama also make the students be more creative
- g. Using drama allows to change the roles of students and teacher, create better rapport between a teacher and his or her teacher, motivate both students and teacher (Shraiber and Yaroslavova, 2016:4)

Based on the explanation of advantages of drama technique above is using drama technique in learning process, helps the students to interact with their friends in a team. In addition drama also help them to be more creative and to be more confident when they speak using the foreign language in front of the class.

2.2.3 The Steps of Implementation Drama Technique

The steps of implementation drama technique according to Nigel (2005), they are as follows:

- a. Working in small groups, students brainstorm ideas for plots. The teacher give them options, such as a modernized fairy/folk tale
- b. After revising their plot using the teacher's feedback, the groups finished the characters and the plot and each student writes the scripts for one section or scene
- c. The scripts are collected and shared the group edits the complete scripts and the teacher offering feedback. The scripts is revised during the rehearsal process.
- d. The students rehearse in their plays in and out of class and the teacher helps students on pronunciation and intonation (etc)

- e. Then the students perform drama to their parents or just in front of another class. The teacher evaluate their performance
- f. Evaluation. For the criteria evaluation include the scripts, the performance, teamwork, and overall.

Drama is good for the students to speak each other in English. It is good for the students to work with their friends rather than alone, because the students feel enjoy when do speak with their friends. Not only about that but the teacher also give time to the students to practice, because in order to make the students can speak fluently when they perform drama, if the students do not practice, it make them difficult to speak English when they perform and they also feel nervous, so that it can inhibit their students speaking ability.

2.2.4 Review of Related Study

Many researchers have report to expose the identification of students achievement in learning English to make the teaching and learning process more effective. Some of the researchers findings which are:

The first study conducted by Shraiber and Yarosvalova (2016). They applied drama technique in teaching English as a second language to University Students. The finding of their study is FLL (foreign language learning) at University level, drama can be a teaching method that involves the learners into meaningful productive active, students be more confident when they use their English in drama.

The second study conducted by Zyoud (2010) he using drama and technique to foster teaching English as a foreign language. The finding of the result is drama can foster language skills such as reading, writing, speaking, and listening by creating a suitable context. Drama can also connecting students thought and action and can maintains students motivation by providing an atmosphere which is full of entertainment and interesting. In addition drama in English classroom give the students the chance to use their own personalities.

The third study conducted by Karlina, Yufrizal, and Hasan (2013) they applied drama in English class. Their researcher used a descriptive qualitative which focused on the process implementation drama in the classroom. The aim of their research is to know the process of implementing drama in English classroom. The sample of the research was class IX consist of 32 students. The finding of the result showed the process of implementation drama is doing well. Through drama make the students to deliver the message from the text to the audience, not only about that but the students can develop creative thinking, be more confident, be active, and enjoying activities in the class.

The fourth study conducted by Duban and Duzgun (2013) the aim of their study is to identify the views of the teacher on the use of drama as a method in the science and technology course. They use qualitative research in the study. The data were collected through semi structured interviews. The participants of study were selected via maximum variation sampling and the participants of this study consisted of 25 primary school of teacher in primary schools located in the center city and county center if Afyonkarahisar, Turkey. The finding of their interviews showed that drama can be used for science and technology topics. Most of the participants was easier to learn through drama.

The fifth study conducted by Albalawi (2014) the aims of the study is to investigate the influence of teaching English subject using drama on the development of intermediate students creative thinking. The sample and population of the study comprises two randomly selected first year intermediate classes of the 33 intermediate female school in Tabuk. One class of 24 students has been assigned to be control group. The other class of 23 students has been assigned to be experimental. The finding of the result is there is a statistically significant difference in mean score of the pre and post test of experimental group. The mean of post grades of experimental group is more than the mean of pre grades of experimental group. This is mean that teaching English subject using drama is effective in the development of first year intermediate students creative thinking.

Based on several previous studies above, the researcher have differences and similarities. Here the differences is about the focus of the research, from the previous researcher above, there is researcher focus on teaching learning by using drama, use of drama as a method in science and technology, and using drama as teaching English on the development of intermediate students creative thinking and another differences is for third and fourth study using qualitative research. In addition for the fifth study using experiment it is same with the researcher but differences with the researcher is in fifth study, the previous study focus on students creative thinking and this researcher focus on speaking and the researcher chooses fluency as a problem that researcher found before and about the similarities, the researcher and previous researcher have similarities that is using drama in the research.

2.3 Summary

Speaking is a productive skill which important to communicate with other people in the real conversation. People can speak English well, if they can practice English in everyday. If we mastering speaking well, we can carry out communication, express ideas,

opinion, and information to the people. There are some problems of teaching learning process such as the teacher did not give a lot of chance for the students to do speaking activities. So that when they speak English, they can not speak well. It is also caused by some factors such as less encouragement and time to practice speaking in the classroom. Another problem is sometimes the teacher are not aware of the students problem. Sometimes in the teaching learning process, the teacher always use same technique in the learning process, so that the students is bored when they learn English in the classroom.

In teaching learning process, there are some techniques. One of technique in teaching learning process is 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. There are some advantages using drama in teaching learning process, especially in speaking. By using drama technique can help the student to interact with their friends in the conversation, they can express their ideas, thought, and opinion to their friends. Meanwhile from the result of the previous studies that the research already explained. Most of studies showed that drama technique is effective technique in learning process, drama help the students be more active to speak up. Therefore, here the researcher applies drama technique in speaking class to know the effect of drama technique on students speaking ability and the researcher focuses on students speaking fluency.