

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the Background of the Study, Reason for Choosing Topic, Statement of the Problem, Objective of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

1.1. Background of the Study

English is a language which is used international correspondence. In the globalization period, English is not only an international language but also as a tool as well as a device to convey in both oral and written form, to understand and figure out the information, mind, feeling, science, technology and culture. Therefore English can be a subject to be studied at schools in Indonesia. The goal of English as subject in school is to develop skills of listening, speaking, reading, and writing. Based on the four skills, the students are supposed to be able to interact in English in order to support class and school activities.

According to 2013 curriculum, the aim of subject English in senior high school is to develop students' potential to have communicative competence in discourse interpersonal, transactional, and functional using various text and of English oral and written, so speaking is the one of important skills (Rohim, 2015).

According to Jenep(2005), there are two components that cause students difficult to improve their ability in speaking skills, such outside factors and inside factors. The outside factors are the factors that come from outside the learner, including the use of Bahasa impact in condition of family and society even in every day communication, many students still use the first language of contaminated one another. Inside factor are the factors originating from within the students themselves, included lack of enthusiasm as well as students learns to speak with articulation, sound, and spelling are correct in speaking skills, except that students need certainly to express freely.

Speaking is particularly troublesome for foreign language learners because speaking requires the capacity to use the language appropriately in social communication. Speaking is the real challenge for most students because it needs requiring push to use proper vocabularies orally in order that the message can be comprehended by others. Because of that, some efforts must be done to solve the problem.

The same problem was also faced by eleventh grade students of SMAN 1 Guntur Demak. The students considered speaking as the most difficult skill to learn. The major problems faced were two: 1) How to start a conversation, and 2) how to express their ideas in English for all types of text let alone a narrative text.

To solve the problems, the students need a technique of teaching and learning which to speak easily. One of the techniques that possibility can help is drama. Drama provides much involvement for both teacher and students in learning process.

In foreign language classroom, drama technique is an effective technique to improve student speaking skills. According to Matvevi(2005), the use of drama in language classroom permits the teacher to introduce the target language in a dynamic, informative and contextualized way. Drama helps the teachers address four skills of language learning speaking, listening, reading, and writing. This technique can improve students' creativity and make them happy in learning because it additionally supports and facilitates the study of some often neglected aspect of language such as pronunciation and nonverbal communication.

Based on the explanation above, the writer was then interested in conducting a study to investigate the effectiveness of using drama to improve students' speaking skills. Perhaps this technique has been used in this school, but it has not been learned and explored intensively. Therefore the writer would like to examine this technique more deeply at eleventh grade students of SMAN 1 Guntur Demak.

1.2. Reasons for Choosing Topic

There are a few reasons why the writer chose drama as technique in teaching speaking. Those are:

1. The writer found that the teacher when teaching speaking English is monotonous and it will make students feel bored. The writer wants to use another technique to teach speaking.
2. Speaking is a skill that should be created and drilled autonomously of the grammar accuracy.

3. Drama technique has not been taught intensively in SMAN 1 Guntur Demak.

1.3. Statement of the Problem

The problem of this study was formulated as follows: Is the use of drama effective to improve the students' speaking skill of the eleventh graders of SMAN 1 Guntur Demak in the academic year 2016/2017?

1.4. Objective of the Study

Based on the statement of the problem above, the objective of the research is to find out whether the use drama is effective to improve the students' speaking skill for eleventh grade of SMAN 1 Guntur Demak in the academic year 2016/2017.

1.5. Hypothesis

According to Airasian(2000), hypothesis can be characterized in term of how they are divided or put a reference that they stated. The hypotheses of this research are:

H_0 : There is no significant difference in the mean score of students' speaking achievement test in speaking test between the students who learn speaking through drama and those who learn speaking not through drama in SMAN 1 Guntur Demak in the academic year 2016/2017.

H_a : There is a significant difference in the mean score of students' speaking achievement test in speaking test between the students who learn speaking

through drama and those who learn speaking not through drama in SMAN 1 Guntur Demak in academic year 2016/2017.

1.6. Limitation of the Study

This study focuses on investigating the effectiveness of drama to improve students' speaking skills. The students were only limited to the eleventh graders of SMAN 1 Guntur Demak in academic year 2016/2017.

1.7. Significance of the Study

The main outcome from this research is expected to be valuable, as following:

1. Pedagogical Significant

This study is expected to motivate students to become more active and in class the teacher to be more creative to provide enjoyable teaching and learning process in the classroom. The outcome of this study is also expected to create a good communication between students and their peers or the most important is between the teacher and the students in teaching speaking skills.

2. Practical Significance

The study is expected to be an alternative teaching technique for English teachers in teaching speaking. By conducting this research, it was also expected to be useful in the teaching learning process of English, especially for :

1. For teacher

This research study can improve the teacher's ability in teaching speaking to help student in teaching speaking in the class. Besides that, the English teacher is able to use the interesting technique to improve the students' ability in speaking.

2 For students

This research study can be used to help students in speaking. It means that, the technique as the drama can help the students to organize idea in speaking.

1.8. Definitions of Key Terms

Drama

1. Drama is movement where learners are requested that either depict themselves or to depict another person in a nonexistent circumstance imaginary situation (Holden, 1982).
2. Drama is emulated as a nonverbal portrayal of an though or story, through gesture, real development and expressions (Dougill, 1987).
3. Drama is essentially social and involves contact and interaction of meanings by verbal and non-verbally taking part in crated imaginative world, learners can express how language faction in different situation (Kramsch, 1997)

1.9. Outline of the Study

The discussion of this proposal writing is divided into three chapters. The explanation of each chapter can be elaborated as follows:

This proposal writing starts with the introduction, which is presented in chapter I. Chapter I presents general Background of Study, Reasons for Choosing the Topic, Research Questions, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Final Project.

Chapter II contains the review of Related Literature which consists of theories underlying the proposal writing.

Chapter III presents Research Methods Discussing the Population, Samples, Variables, and Instruments for the Research as well as Procedure of Collecting Data and Method of Data Analysis.

Chapter IV consist of The Result of The Study, which are description of School, Analysis of the Result in Teaching Speaking Using Drama to Improve Speaking Skill in SMAN 1 Guntur Demak and The Discussion of Research Finding,

Chapter V consists of Conclusion and Suggestion of the Research