CHAPTER I

INTRODUCTION

A. Background of the Study

In communication, there are spoken and written languages. In spoken language, the communication will be held orally. To most people, mastering the art of speaking is a single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2008:121). English is an international language in the world. So, it is important for people to learn it. By learning English, the students are expected to absorb and keep up with the development of science, technology and art. In Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from kindergarten up to university school level.

The teaching of English in senior high school is intended to develop the student's communicative competence which emphasized four skills covering listening, writing, reading, and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English well because people identify the English mastery with their English speaking and in order that they can communicate with others.

Language is not only taught and learned, but it is used as a habit. Therefore learning speaking is difficult because it must be practice as a habit to master it. Speaking skill is emphasized to make student speak the components of speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension. Those

components should be produce well when speaking English to avoid different meaning from the speaker to the listener. The way of teaching speaking is intended to give basic competence about the language itself and to give opportunity for the students to express their idea in speaking class. But teaching speaking is not an easy job for several reasons. First, it relates to the condition of students who lack of the vocabulary mastery. Second, they like to use their native language more than English language in the teaching learning process. Third, they rarely practice to use English to communicate. Fourth, most of the students are not confident to speak English in speaking class, especially in front of the class. The other problem related to the student is they are not interested in the method given to them. To make students able to speak, teacher must be creative enough to manage the class so that the students are actively involved in the interaction.

There are many problems appear in the teaching learning process, as found by the researcher when doing an observation at SMA Muhammadiyah 1 Surakarta. The first, the students are shy and not confident in speaking English especially in front of class. The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, they rarely practice to use English to communicate. And the last, the students are not interested in English learning process. They become passive in English learning and they are not able to speak. Therefore, the English teaching learning process is not effective.

Based on the problems faced in SMA Muhammadiyah 1 Surakarta above, the researcher found many causes which relate to students. It is because the teacher has difficulties to manage and to make the students interested in the material and the method. The limited capability in the component of speaking

makes them shy and not confident to speak English. In addition, giving motivation is limited because commonly the teacher just gives full attention to the material and neglects the student attraction. In that situation, teaching learning process does not run well and make students bored. Beside that, it is a hard work for getting the students attention. Lack of control also occurs when they teach in the large class. Therefore, it is difficult to implement the individual control for each student. During the teaching hours, the teacher still uses traditional technique and only gives one skill in each meeting. The teacher usually gives less chance to students for expressing their idea and lets the students only memorize the vocabulary, asks the students to open the exercise book, read the task, and then do the exercise. Then the teacher asks the students to write the words without asking the students to use it in the communication. Hence some students do not know the function of this language exercise.

To solve the problem, many methods can be used. One of them is drama. Drama is a method for learning second language. In teaching speaking there are some principles. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and starting from something simple. The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking. (http://www.stanford.edu/dept/CLT/Tomprof/postings/481.html)

Based on the principle above drama has criteria as a method to teach speaking. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively non threatening setting and can

create the motivation and involvement necessary for learning. Drama encourages the students to actively participate in teaching learning process because this method provides a way of creating a rich communicative environment where students actively become a part of some real world system and function according to predetermined roles as members of that group. Drama can increase self confidence of hesitant students, because in drama activities, the student will have a different role and responbility. So, it is appropriate to use drama in improving the student's speaking skill.

Based on the phenomena above, the writer and the English teacher of SMA Muhammadiyah 1 Surakarta try to find the effective solution to increase the speaking mastery of second grade student of SMA Muhammadiyah 1 Surakarta by employing drama as a method of teaching speaking. Using that method, the teacher is able to motivate the learner and the writer is interested in doing a research about "IMPROVING STUDENTS' ENGLISH SPEAKING SKILL BY USING DRAMA (A Classroom Action Research at the Second Grade of SMA Muhammadiyah 1 Surakarta in 2010/2011 Academic Year)

B. Problem Statements

Based on the background of study mentioned above, the writer states the problem of study in this research as follows:

1. How is the implementation of teaching speaking using drama?
2. Does teaching speaking using drama at SMA Muhammadiyah 1 Surakarta improve the students' speaking skill?

C. Limitation of the study

In this research, the writer only focuses on the teaching speaking using drama at SMA Muhammadiyah 1 Surakarta students in the second academic year.

D. The Objective of study

Based on the problem statement, the general objective of study is to improve student's speaking skill. The specific objectives of the study are:

1. to describe the implementation of teaching speaking using drama.

2. to clarify whether teaching student speaking skill using drama at SMA Muhammadiyah 1 Surakarta can improve the students' speaking skill or not.

E. Benefits of the study

The writer hopes that the study is useful to the readers theoretically and practically:

1. Theoretical Benefit

   a. The result of the research can be used as an input in English teaching learning process, especially in teaching speaking.

   b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical Benefit

   a. For teacher

      The benefits of this research are that: (1) English teachers are able to make the lesson fun and easy to understand, (2) they are able to improve the students' speaking skill, and (3) the result can improve the teacher professionalism quality as an educator.

b. For the students

The benefits of this research for students are that: (1) they know about each component of speaking when practicing drama, (2) students more confident in front of class, (3) they are able to improve their speaking skill, and (4) they can explore their creativity and expression in speaking English.

c. For SMA Muhammadiyah 1 Surakarta

The benefit of this research for SMA Muhammadiyah 1 Surakarta is that the English teachers can improve their skill in teaching speaking and students can improve their speaking skill. These improvements automatically can increase SMA Muhammadiyah 1 Surakarta quality.

d. For the reader

The writer hopes that the reader can utilize the information clarified as the result to extend their understanding about increasing speaking using drama.

F. Research Paper Organization

The writer organizes this research paper in order to make the readers easily to understand the paper. The following shows the content covered in this research.

Chapter I is introduction. This chapter explains the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents underlying theory. It consists of previous study, notion of speaking, characteristics of successful speaking activities, problem with speaking activity, characteristics of teenager, notion of drama, types of drama,

strategies of teaching English using drama, types of play, the rules in drama technique, procedures of drama technique, features of drama, theoretical framework, and action hypothesis.

Chapter III will be research method. It deals with types of study, subject of research, object of research, data and data source, method of collecting data, technique for analyzing data, credibility of data, action procedure and performance indicators.

Chapter IV presents the research results and discussion.

Chapter V is conclusion and suggestion. It deals with conclusion of the research and then it proposes some suggestions. Besides, the last part will be bibliography and appendix.