

CHAPTER 1

INTRODUCTION

This chapter represents the general introduction of the research. It includes the research background, research problem, the aim of the study, and research significance.

1.1 Background

Speaking ability is a skill needed in language learning. It is a means for people to express their opinions, feelings, ideas, or information to a person orally, either face-to-face or from a distance. According to Scott (2005), "speaking is so much a part of daily life that we take it for granted. Speaking is one way of conveying ideas and is an effective means of sharing knowledge between groups and individuals. Generally, students face a lot of problems mastering their speaking skills." Saputra (2015) says that "lack of practice can be the main cause of students' failure to master the speaking English skill."

Furthermore, students' speaking talents are thought to fail due to a lack of time, as English classes at higher schools are often held for two hours per week. Higher education uses integrated English instruction that includes speaking, listening, reading, and writing. In fact, because they are integrated with three other skills, the proportion of speaking skills is relatively low. Furthermore, according to Rao (2019), most "English foreign language teachers have been continuing their teaching of speaking skills by memorizing dialogues or repeating drills." These are some of the reasons why students struggle with public speaking. Many solutions to the problems are provided in the preceding description. Rao (2019) adds that because time for teaching speaking is limited, English teachers are expected to use the available time more effectively and efficiently by implementing a specific technique or method that can involve all students more

actively in participating in speaking class. On the other hand, Rao (2019) points out that "English language learners also should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world." It can be deduced that the teacher and student should collaborate to reduce the challenges that commonly develop in speaking skills.

The speaking problem stems from numerous pupils who are terrified of making blunders in English and being laughed at by their peers. Because of this, pupils rarely use English in their interactions, particularly in the classroom and during daily activities. As a result of that incident, the students are unable to communicate in English fluently. As a result, it will be one factor that lowers the opportunity for developing speaking skills. Experts have recommended some strategies for making learning to speak easier. CLT (communicative language teaching) is one of them. Drama is something about deeds or actions that are written and then used in staging on a stage. In classroom learning, this strategy relates to both methods and goals. According to Brumfit (1984), the "communicative language teaching method is effective in teaching speaking." According to the study's findings, 58% of participants agreed that communicative language training improves fluency and accuracy. Furthermore, communicative language teaching (CLT) fosters dynamic relationships between teachers and students. CLT allows pupils to become aware of and demonstrate their strengths. Students can study any target language while having fun.

Drama is a subject taught in arts and culture classes as well as drama extracurriculars in some schools. Students can usually learn how to prepare for performances, analyze character features, study theatrical scripts, train physically and mentally, and handle other difficulties in these extracurricular activities. Drama performances in schools are frequently held in conjunction with an art performance or a competition, therefore learning drama is not usually required. According to Fuentes (2010:322), using drama techniques and activities in the classroom provides exciting chances for second language learners to utilize the

language in real-life circumstances. Drama approach becomes a potent teaching and learning tool that has a significant favorable impact on students' cognitive, social, emotional, and physical development. The benefits of using theater techniques on a regular basis can be extended to all educational courses and daily life (Prochazka, 2009:7).

Given the poor state of students' speaking abilities, an invention to increase students' speaking abilities is required. In her research, the author employs communicative language education strategies to help students enhance their speaking skills. This technique encourages students to actively communicate and convey ideas and opinions in order to train their capacity to speak in a courteous and right manner.

Based on the background above, the researcher conducted a class action research study on Junior High School students titled "**IMPROVING SPEAKING SKILLS USING DRAMA METHOD FOR 2nd GRADE STUDENTS OF SMPN 10 KUPANG IN ACADEMIC YEAR 2022/2023**".

1.2. Research Problem

Based on the explanation in the background, the following questions can be formulated with the following hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted. So, the research problem is can drama method improve speaking skills for eight grade students of SMPN 10 KUPANG ?

1.3. Aim of Study

Based on the problem above, the objective of the research is to find out whether using drama method can improve speaking skills for eight grade students of SMPN 10 KUPANG.

1.4 Significance of Study

The significance of this study will be assumed as follows:

1.4.1 Implication

This study supports the theory of Boudreault (2010) state that “drama technique puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning”. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the students centered classroom, every student is a potential teacher for the group.

1.4.2 Application

The research of this study is expected to give valuable information to : the first, English teachers for teaching using drama relating with the texts. Second, students can find out some knowledge and also develop their skill , especially speaking in communicative language teaching and the students feel interest with the material given by the teacher.