

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1. Background**

In this writing, the writer is interested in discussing how to teach short drama to motivate students in learning oral skill. Drama provides a background for the integration of language learning strategies, developing oral skill is a real challenge for the many English Foreign language school teachers since the students do not live in an English speaking environment and they attend schools where English is taught as a curricular subject. In addition, it is difficult to find realistic to communicate in the Foreign language.

The purpose of this research is to implement short drama techniques in English Language Teaching. In conducting this research, there are two components expected to be enhanced, namely improving students' ability to play roles in drama and enhancing the overall classroom atmosphere in English language learning. This research uses a collaborative classroom action research approach and is implemented in two cycles. Each cycle consists of four stages: (1) planning, (2) action, (3) observation, and (4) reflection. There are three meetings in each cycle for the implementation of short drama, and the instrument used to collect data is an observation score sheet.

The main objective of this research is to implement short drama techniques in the context of English Language Teaching (ELT). The focus is on improving two crucial components: enhancing students' ability to take on roles in dramatic contexts and improving the overall class atmosphere during English lessons. To achieve this goal, a collaborative classroom action research approach is employed, conducted through two different cycles. Each cycle includes four essential stages: (1) planning, (2) action, (3) observation, and (4) reflection. Careful planning in the planning stage forms the basis for subsequent actions, ensuring the structured and well-planned implementation of short drama techniques.

In the action stage, the implementation of short drama evolves through three specified meetings for each cycle, creating an environment that supports the development of students' role-playing skills. Additionally, one meeting is designated for the implementation of student ability tests, allowing an assessment of the effectiveness of the applied techniques. Throughout this process, a well-designed observation score sheet serves as the primary instrument for data collection, providing valuable insights into student progress and the impact of short drama on students' role-playing skills. In the observation stage, special attention is given to the dynamics within the class, the level of student engagement, and their response to short drama techniques. This stage serves as a critical point to measure the direct effects of the applied methods. Furthermore, the reflection stage offers a platform for the research team to comprehensively analyze the collected data. This analysis not only provides a basis for adjustments in the following cycles but also facilitates a deeper understanding of the complex relationship between short drama techniques and the improvement of speaking skills in the ELT context.

As the research progresses through multiple cycles, the iterative nature of the collaborative classroom action research approach allows for continuous refinement and improvement. This methodological framework ensures that the implementation of short drama techniques remains dynamic and responsive to the evolving needs and challenges during the research process. Ultimately, the results of this research aim to provide valuable insights for the field of ELT, offering nuanced understanding of the role of short drama in developing effective English language learning and shaping a lively and supportive classroom atmosphere.

There is a technique that can give an effect on students' speaking skills. It was a short drama technique. Ulas (2008) said educational drama activities increase speaking skills and contribute to a better education process. The drama technique should have a positive effect on students' speaking fluency and accuracy in learning process. Short drama techniques will make the students more active, creative, and interested to speak with their friends. Drama will bring fun for students. Drama can be used to help encourage and improve

students' writing, speaking, and listening skills. Thus, this technique concerns how to improve the students' speaking skills.

At the location where the writer conducted teaching practice experiences as SMK NEGERI 1 AMARASI SELATAN, most of the students' are found difficult to speak in English due to several factors, low interest in learning, lack of motivation, and the most important thing was boring learning boring method. Based on (Bella & Ratna, 2018). "The environment that the influence can come from parents or family, school, teacher, or peers."

The issue arose during the teaching practicum at SMK NEGERI 1 AMARASI SELATAN. This experience revealed challenges in sparking students' interest and participation in the learning process. Faced with this difficulty, the author sees the use of drama-based teaching methods as an engaging and effective alternative. Therefore, this research aims to address the problem by implementing drama-based teaching methods, with the hope of creating a more dynamic learning environment and motivating students to actively participate in the teaching and learning process.

This step is taken with the belief that involving students in dramatic activities can enhance their overall engagement. This method is considered an engaging approach that can arouse students' interest and enable them to develop role-playing skills creatively. Thus, the author hopes that the implementation of drama-based teaching methods will open up space for creative exploration, stimulate understanding of concepts, and provide a more profound learning experience for students at SMK NEGERI 1 AMARASI SELATAN.

Due to the above background, the writer would like conduct a research on learning at the SMK NEGERI 1 AMARASI SELATAN with the title **"THE EFFECTIVENESS TEACHING USING SHORT DRAMA TECNIQUE IN ENGLISH TEACHING OF SECOND GRADE SMK NEGERI 1 AMARASI SELATAN"**.

## **1.2 Research Problem**

Based on the background above, problems to be studied can be formulated as follows:

1. Does the use of using short drama technique in English teaching of second grade Smk Negeri 1 Amarasi Selatan effective or not?

## **1.3 Aim(s) of Study**

Based on the background of the problem above, problems to be studied can be formulated as follows:

1. To know the effect teaching using short drama technique in English teaching.

## **1.4 Significance of Study**

A research will be valuable if it can provide benefits for some parties,  
The benefits of research:

### **1.4.1 Implication**

The results of this study, the drama technique is one the effective in teaching speaking skill by Susilawati (2013:95-96), claims that using drama technique to improve student's speaking skill is successful. Additionally, students that use the drama technique become more engaged and speak more. Observation students showed an increase in activity and were more engaged in the learning process, which is supported by Pasaribu (2018:8).

### **1.4.2 Application**

a. For the teacher

This research can be used by teachers to implement writing teaching Strategies.

b. For students

This research can help students choose what strategies are suitable for them in learning descriptive writing.

c. For readers

This research tells readers that they can find out the strategies that teachers.

d. For Researchers

In this study helps researchers to implement writing strategies. Besides, it is expected to get a lot of understanding of the writing strategy used by teachers.