

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Nowadays, English is an international language in the world. Many countries have been using English as a tool of communication in many fields such as politic, technology, economy, education and others. In this case English is categorized as a Second Language (L2). How about the position of English in Indonesia? Is English categorized as L2?

In Indonesia, English is considered as a foreign language, because not so many people use it either as a daily communication or as a media of learning in education. In Indonesia itself some facts shown that most students in Indonesia find it very hard to express their ideas in English orally. Most of them cannot communicate to each other in English, either in the classroom or outside the classroom. Considering this phenomenon, the government has decided to include English as the compulsory subject education in Indonesia that should be mastered by students from elementary to college level.

Aini (2014, p.2) points out that in learning English there are four skills should be mastered by the students. Those skills are including speaking, listening, reading, and writing. Speaking and writing are categorized as

productive skills, while reading and listening are as receptive skills. Each of these skills has different way in mastering and expressing. Productive skills which include speaking and writing are two important components of communication process. Speaking requires a greater degree of language overtime, while writing requires a greater degree of accuracy and has been considered one of the most difficult skills for learners to master.

Speaking is considered as a very important skill because it is one of the basic keys of communication. By mastering speaking skill, someone can carry out communication, express ideas, purpose, and persuade to other people. Everyone needs this skill, whatever their profession, for example a businessman, scientists, doctors, teachers, and others need speaking skill in order to take an active part in communication process and also to develop their knowledge. For a teacher especially English teacher, the success of teaching speaking is determined by many factors such as the teacher herself or himself, the material and the strategy applied by the teacher.

Speaking is the most important skill that should be paid attention to in the process of teaching and learning. Likewise, today's world requires that the goal of teaching speaking should improve students' communication skills, because only in that way, students can express themselves. Drama is an alternative strategy for students' competence in speaking. Drama is an activity which can be considered as essential in the learning process of a foreign language. It helps students and teacher in many ways and has



that drama is language learning activity in which each student in the classroom takes a distinct role with specific goals and then interacts with other students in the class to build alliances and complete common goals. Furthermore, drama can learn how to pronunciation (such as accent, stress, rhythm, intonation, etc), find out new vocabularies, grammatical structure, fluency in speaking without any hesitation, and self-confidence when speak in front of the classroom. Heldenbrand in Hafeez (2010, p.157) reviews that drama builds confidence in the learners' ability to speak English and builds a better understanding of culture. Drama is also as a specific action to make the learning process more interesting, active, creative, fun, enjoyable, relax and communicative.

In fact, drama is constantly around us. It is not located merely within the four walls of a theatre or amidst people in abundance. Thus, the teacher has probably used drama in education without being aware of it. Clipson-Boyles in Savela (2009, p.5) points out that most teachers are averse to use drama in education due to their perception that it requires a copious amount of people wreaking havoc in a large space. However, this is far from the truth. Drama does not necessitate large emotions or places to be drama. For this reason, even the smallest act and the slightest emotional response is drama. Thus, it can be used in a short time slot which enables variance within a lesson.

Almond in Savela (2009, p.11) draws attention to the fact that through drama the division between the organized language inside a classroom and

the spontaneous language in the real world will narrow. This is achieved due to drama engaging students in authentic real life situations such as MAN 2 Model Banjarmasin especially in Language Program which started from the tenth grade. It is categorized in English literature. By applying drama in the classroom especially in speaking class, it can be used as a strategy to help the students speak effectively and the students become aware of different possibilities of expression. The students can express what the text says and also what they want to say. They can also more be active in verbal communication. The real life activities may be beneficial for learning as well as motivation. The spontaneous speech required by the activities necessitates students to use their imagination. Thus, when students can use their imagination, their spontaneity to react in English could increase. Consequently, when the speech is spontaneous and therefore improvised, the learners' speech may become more fluent and confident in speaking.

Drama also puts language into context. When students are obliged to participate in meaningful activities and use English, they effort to use normal everyday speech. As a result, students speak in English in order to fulfill the assignments and unconsciously practice their language skills. Drama is not the one and only proper way to learn, it is nevertheless one of the strategies that keep the lesson interesting in speaking especially in speaking class. The fact, that most teaching requires students to remain quietly seated. In contrast, drama can utilize different learning styles,

functions and forms of group work. In other hand, using drama in English especially in English speaking class entails all the variation required in a language classroom, from which students and teacher alike benefit. Based on the statements above, the writer wants to conduct a research and the title of this research is **”THE USE OF DRAMA IN SPEAKING CLASS IN TENTH GRADE OF LANGUAGE PROGRAM AT MAN 2 MODEL BANJARMASIN.”**

#### **B. Problem Statement**

Based on the background above, the research questions are determined as follow:

1. How is the application of drama for students in speaking class?
2. How is the students’ response toward the use of drama in speaking class?
3. How is the students’ speaking skill in using drama in speaking class?

#### **C. Objective of Study**

The purposes of this research are:

1. To know the application of drama for students in speaking class.
2. To find out the students’ response in using drama in speaking class.
3. To know the student’s speaking skill in using drama in speaking class.

#### **D. Significance of Study**

The results of this research are:

1. Teacher

This research is expected to be useful especially for English Teacher at MAN 2 Model Banjarmasin will give a description about the use of drama in speaking class.

2. Students

The students will know that the use of drama in speaking class can increase their speaking skill.

3. The writer

The writer will get knowledge and experience in doing research drama in speaking class.

4. Readers

This research can also be the source of information for teachers or other researchers who want to conduct further study on related topic.

5. English Department Faculty of Tarbiyah and Teachers Training.

The result of this research can be used as information and additional references to English Department Faculty of Tarbiyah and Teachers Training.

## **E. Definition of Key Terms**

### **1. Drama**

Drama is one of part the literature that describes the reality of life or human experiences. In MAN 2 Model Banjarmasin, drama is categorized in English literature that has become part of the Language Program. Drama is used in this program include folklore, legends or fairy tales that would entertain for students and make them more interested in learning English. Through the guidance of teacher, the students will participate to make some groups work based on the scripts that have been learned together and they will perform a drama to their friends in front of the class.

### **2. Speaking**

Speaking is a skill in language teaching that requires the students to produce words or language or to express ideas or mind orally. It is used to communicate between one to another by speech or saying.

### **3. Language Program**

Language Program is one of programs at MAN 2 Model Banjarmasin which especially learning in three languages. There are

Indonesian, English and Arabic. In addition there are Indonesian literature, English literature, and Arabic literature.