

INTRODUCTION

This chapter discusses some point, they are: background of the problem, formulation of the problem, objective of the research, scope of the research, definitioin of term.

1.1 Background of the Problem

English as a foreign language consists of four skills namely : writing, listening, reading and speaking. These four skills are usually considered as integrated system each other. To most people, speaking is the most difficult part in learning a foreign language because it used sense involves the manifestation of either the phonological system or the gramatical system of the language.

Learner are often hesitatate to speak because they are afraid of pronouncing the words correctly or the students feel really shy about talking in front of other student, although everyone knows that the best way to speak a language as knowing the language and therefore view learning the language is learning how to speak the language, because success is measured in terms of ability to carry out conversation in the target language. Therefore if the students do not learn how to speak in the language classroom, they may soon get booring and lost interested in learning foreign language. On the other hand, if the right activities are taught in

the right way, speaking in the class can be a lot fun, raising general motivation and making the english language classroom a fun and dynamic place to be.

Language is the most important medium of human communication and it cannot be separated from human's daily life. Every human has an ability to learn language, both native and foreign language. The term native language refers to language that has been learned by human since first time he / she can produce the language. In the other hand, the term foreign language refers to language that is learned by human with the assumption that the language has not been learned by those human before. In our country, one of the language that belong to foreign language is English. Nowadays, English becomes closer to society's everyday life. That is the reason why English becomes the first foreign language that is taught at kindergarten up to university level. The English teaching-learning process is aimed as having some goals; one of them is to enable the students to us language as a means of communication.

In gaining the goal, it is necessary for the teachers to us some various teaching methods and techniques. It is aimed at improving the students' achievement in English and enrich their knowledge, or even it will widen students' view of the world. The way the teacher delivers the material about English will affect the way the students learn the language. Hence the creativity of the teachers is needed in order to avoid dullness in teaching-learning process. The teacher has a very important role in creating a more attractive activity in the classroom in order to attract students' attention in learning English.

English is the language consisting of many communicative aspects including four skills; listening, speaking, reading, and writing. Every skill has its own difficulties that commonly make the students think that learning English is difficult and boring especially in learning speaking. In speaking, the students are expected to be able to use English as a means of communication because they have to express what they want to say in English. Nevertheless, it is not an easy job for the teacher to enable the students to speak in English because they usually feel ashamed, afraid, or even lazy in using English as their daily language. They are afraid in taking a risk when they use English.

The choosing of certain method used in class should be suited with the goal of teaching the learning process based on the curriculum, as the right method will result the better achievement. Nowadays, curriculum used by most school is *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School Level Based Curriculum in which the basic language are skill taught and trained intensively based on genres and functional speeches. Genre is a division of particular form of art or utterance according to criteria particular to that form ([http://en. Wikipedia . org/wiki/genre](http://en.wikipedia.org/wiki/genre)).

Nowadays, in so much of the teaching learning process, the teachers sometimes fail to realize the importance of providing the students with direct experience. The teachers present the students with only the surface reality then wonder why the students forget the lesson easily. They also only give a kind of evaluation that measure whether or not the students have mastered the structural items of English,

without considering whether or not the students have been able to use English as a means of communication. The students will easily gain the lesson only when they are being involved in the actual experience, and would probably satisfy them not only intellectually but also emotionally as well, and possibly inspire in their feelings of empathy. They would be more likely to remember the meaning of the word as a result of the moment of direct experience. Hence, it is necessary for the teacher to provide such kind of activities that can attract the students to be involved in the direct experience.

One of the creative activities that can be done by the teachers is applying drama. Wessels (1987: 41) found that using drama activities helped to bring written materials to life by infusing the lifeless print with feeling, imagination and thought for the learner, who became an active participant in the learning process.

Drama is about talking and acting. That is why drama can be used as one of the many teaching techniques that commonly used in a classroom activities. Drama can help the students easier to acquire English because by following drama class, students have to be able to deliver the dialogues clearly in order to convey the message of the story. According to Curriculum based KTSP (2006), components of speaking that are going to be emphasized by using drama in the classroom are pronunciation, fluency, and comprehension. Drama will be useful in the process of acquiring English as the foreign language, especially in improving students' speaking ability. By conducting drama, it makes the students have a responsibility

in delivering the message of the story. Hence, they have to speak to each other, even for the students who have not ever spoken English before.

Based on the explanation above, it is understood that drama is a unique technique used in the classroom activities in order to avoid students' boredom for the students. This is because drama has five elements known as Freytag's pyramid that can help to encourage the students to speak. The five elements are exposition, rising action, climax, falling action, and catastrophe. After the teacher introduced those five elements, the students framed the stories into five parts and then they use the frame to speak. In this research, however, only four elements are applied.

Drama is more than the representation of life and character through action and dialogue, for drama is also entertainment. That is why drama can be an interesting activity done in the classroom and can help to encourage the students to speak.

From those previous researches, it can be said that drama deals with students' speaking ability. In short, in relation with those previous researches, the researcher, then, tries to conduct the research in the same topic focused on the process and the problems of implementing drama in English speaking class.

Since speaking is one skill in English which is the most difficult to access, the teachers have to think hard about the way how it can be easier to do. Implementing drama is the solution. By providing some dialogues and asking the students to read then deliver the dialogues, the teachers can observe students'

speaking ability. Drama can make the students have fun during the learning process and can avoid boredom.

Based on the background above, the researcher did the research entitled “ The Implementation of Drama Technique in English Speaking Class at The Second Year Students of SMA Negeri 3 Metro”.

1.2 Formulation of the Problems

Based on the background above, the research problems are formulated below :

1. How is drama technique implemented in speaking class at the second grade of SMA Negeri 3 Metro ?
2. What is students’ perception about drama technique in speaking class?
3. What problems are faced by the students during applying drama as a technique in speaking at second grade of SMA Negeri 3 Metro?

1.3 Objectives of the Research

The objective of the research is:

1. To find out how the drama is implemented in speaking class at the second grade of SMA Negeri 3 Metro?
2. To find out the students’ perception about drama technique in speaking class?
3. To identify the problems of the students in speaking skill while implementing drama in the classroom at the second grade of SMA Negeri 3 Metro.

1.4 Uses of the Research

The Uses of the Research hopefully can:

1. Theoretically, this research tried to give contribution and verify the previous theory. Furthermore, this research can be used as logical consideration for the next researcher who is going to concentrate on teaching speaking ability.
2. Practically, as information to the reader how was drama implemented in speaking skill, what is the problem of students during applying drama as a technique in speaking class and what is students' perception about drama technique in speaking class.

1.5 Scope of the Research

The qualitative research focused on the problems that is investigated in speaking ability through drama. The researcher used observation in order to find out how drama is implemented in speaking class, to find out the students' perception about drama technique which is implemented in speaking class, and to identify the problems faced by the students during the process of the applying drama in speaking class. The topic that is used is focused on narrative text; in this case the researcher used a kind of fairy tales. The consideration of choosing those stories of fairy tales are more interesting than other stories, so the students can comprehend them easily.

1.6 Definition of the Terms

Along the definition above, the researcher formulates some terms that are useful in the research. The terms below guide the readers in reading and understanding the research.

a) Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates (Harris, 1974:81-82).

b) Drama is a story, which is supposed to be performed in front of the audiences (Harcourt: 1968: 349).

time searching for the language items needed to express the message (Brown, 1997 :4).