

I. INTRODUCTION

1.1 Background of the Problem

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 languages 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 use language as a means of communication.

In gaining the goal, it is necessary for the teachers to use some various teaching methods and techniques. It is aimed to improve 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. A dull teacher will produce a dull student. 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 their 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.

Based on her experience during PPL in SMAN2 Bandar Lampung, the students liked speaking class but they sometimes found it as a boring activity since the teacher used almost the same way in teaching speaking. For instance, the teacher asked the students to practice the dialogue about such kind of expression only and mostly she carried out dialogue by herself. Besides, there is not much chance for the students to practice speaking. The teacher only paid attention to the clever students to practice as model, while the poor students talk among themselves in Indonesian or just keep silent. The students even sometimes felt afraid to deliver questions when they do not understand the material. This is because they seldom got chance to practice their English in the classroom. In result, the students felt

bored with the activities. It is the teacher's duty to overcome this problem by providing some creative activities in the classroom.

The choosing of certain method used in class should be suited with the goal of teaching 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 skill are 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>).

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 above explanation, 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.

The research that relates to the writer's study has been done by Meri Triyana Sari (2008) with her research paper entitled "Teaching Speaking through Informal Drama Technique at the Second Grade of SMPN 8 Bandar Lampung. Related to her research, through informal drama technique, the students were involved directly in a class activity. They were simultaneously encouraged to pronounce the words correctly and fluently because being correct and fluent in performing drama was important to avoid miscommunication and misunderstanding between the performers and the audiences. Informal drama technique also helped the students to get rid of boredom and being passive.

The second research is conducted by Asni Meutiara (2006) with her research paper entitled "Improving Students' Pronunciation of Fricative Consonants through Drama at the Second Grade of SMAN 10 Bandar Lampung". According to her research, there is a significant difference in students' pronunciation after they are taught by using drama. Drama proves that the students were actively involved in speaking class because they have responsibility to deliver the messages in their plays by pronouncing the words correctly and fluently.

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 assess, 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 ask 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.

The writer has chosen the students of SMA N 2 Bandar Lampung because they have more interest in learning speaking, but they sometimes find it as a boring activity since there is no innovative technique used in learning speaking. In short by applying drama, it is expected that drama can bring a new paradigm in the process of learning speaking for the students.

1.2 Formulation of the Problems

In line with the background above, the research problems are formulated below:

1. 2. 1 How is drama implemented in English speaking class?
1. 2. 2 What problems faced by the students during applying drama as a technique in speaking?

1.3 Objectives of the Research

In line with the formulation of problems, the objectives of this research are:

1. 3. 1 To see how the drama is implemented in English speaking class
1. 3. 2 To identify the problems of the students in speaking skill while implementing drama in the classroom

1.4 Uses of the Research

The uses of this research hopefully can:

1. 4. 1 Theoretically, this research will try to give contribution and verify the previous theory. This research also contributes some information about the understanding of language learning process. Furthermore, this research can be used as logical consideration for the next researcher who is going to concentrate on teaching speaking ability.
1. 4. 2 Practically, as information to the reader about the process of implementing drama in English speaking class.

1.5 Scope of the Research

The qualitative research was focused on the problems that were investigated in speaking ability through drama. It was concerned with an instruction of drama technique that was implemented to create interesting speaking activity. The researcher used observation and recording in order to know how the drama is

implemented in English speaking class and to know the problems faced by the students during the process of applying drama in speaking class. She used video in recording students' performance. The topic that was used was focused on narrative text; in this case the researcher used a kind of fairy tales. The consideration of choosing those stories is that the stories of fairy tales are more interesting than other stories, so the students can comprehend them easily.

1.6 Definition of the Term

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

- 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).
- Drama is a story, which is supposed to be performed in front of the audiences (Harcourt: 1968: 349).
- Four elements of drama / Freytag's Pyramid (Reaske, 1966: 27):
 - Exposition / introduction : a short section directly in the beginning in which we are made acquainted with certain facts, usually pertaining to events which have occurred before the beginning of the time of the play.
 - Rising Action / complication : rising action is the entire first part of the play in which the forces creating conflict are delineated, enlarged, and prepared for some disasters.

- Climax : the first major pause in the play occurs when the hero makes a decision or makes some all-important discovery about either himself or someone else in the play.
- Falling Action : the falling action follows the climax and usually presents the ways in which the hero is slowly overpowered and becomes increasingly helpless.
- Components of speaking (Syakur, 1987: 3):
 - Comprehension
For oral communication certainly requires a subject to respond to speech as well as to initiate it.
 - Pronunciation
Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.
 - Fluency
Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).