

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of research, the problem of research, the objective of research, the operational of research, the significance of research, the scope of research.

### **1.1 Background of the Research**

In learning English, students are taught four language skills. Those are listening, speaking, reading, and writing. Those, students are asked to be able to listen, speak, read, and write English as the target language. Those four skills are taught to students of English as a Foreign Language (EFL) because all of those four skills are important in communication. Those four skills should be taught integrative with teaching skills. Teaching skills cover with how the teacher teaches the students during the learning process. Then, listening, speaking, reading, and writing as the language skills should be suitable with the genre or learning topic. Those aspects both of teaching skills and language skills should be used variously in order that those things can encourage the development of the students' interest.

There are two variations of the learning strategy frequently used of English teach at Foreign Language Development Institute PP. Nurul Jadid, they are lectures and discussions. Preliminary observation way have done of Foreign Language Development Institute PP. Nurul Jadid stated that, 80% of student learning out comes

did not reach the KKM has been determined. Basically the students did not have a basic of foreign language when the time of entry into Foreign Language Development Institute PP. Nurul Jadid.

One of the basic problems in teaching foreign language is to prepare students to be able to use the target language of speaking skill. So that, teacher should be creative and try some alternative ways, for example performing drama that can give lots of chance to practice speaking for students.

Speaking ability becomes the main objective of language learning especially in senior high school in Indonesia. Students of senior high school are required to master speaking after graduating from their school in order to be able to communicate in English.

In drama, the script should replicate real discourse. The dialogue will be appropriate and entirely natural. The scripts involved stress, intonation and speed. In this case, students may prefer the “talk and listen” approach. They make the words of the playwright their own and the language they speak to take on personal conviction and authority.

Based on the background above, that contextual teaching and learning have been proven as an effective strategy in language teaching and learning. Therefore, in order to solve student’s problem in speaking ability, the writer conducted a classroom action research entitled: *The Effect of Using Drama Performance on Speaking Ability of Elementary Level at Foreign Language Development Institute Pp. Nurul Jadid*” in the 2015/2016 Academic Years.

## **1.2 Problem of the Research**

Based on the background of the research, the problem in this research is: Is there any Effect of Using Drama Performance on Speaking Ability of Elementary Level at Foreign Language Development Institute Pp. Nurul Jadid” in the 2015/2016 Academic Years.

## **1.3 Objective of the Research**

Based on the research problem above “The objective of this research is to know whether or not there is significant Effect of Using Drama Performance on Speaking Ability of Elementary Level at Foreign Language Development Institute Pp. Nurul Jadid” in the 2015/2016 Academic Years.

## **1.4 Operational Definition of the Research**

The operational definition will guide the researcher to understand the concept about the study. It enables the researcher and the reader to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the research. The definition of the terms that used in this research is Experimental Research, using drama performance in teaching speaking of the elementary level students.

### **1.4.1 Drama**

Drama used in education gives participants the chance to submerge into fiction, take on different roles, explore them, try things on their own, learn through their proper experience and thus form their positions and attitudes to the surrounding reality. In this manner, an experienced teacher using drama can link the language-learning experience with the students' own experience in life. Such personalization of the subject matter can be very motivational and favourable for effective learning.

The teacher should also consider the composition of the group, their drama experience and maturity and if the group is going to be interested in the topic in the first place. It is important that the chosen motif contains dramatic actions, conflict and situations that can be divided into several dramatic moments.

### **1.4.2 Speaking Ability**

Speaking ability is about the concept of meaning in terms of delivering, accepting, and processing the information and it is important to teach speaking in classes because it is making the student able to transforming the idea to other people or makes them know how to communicate effectively in language, so that the students able to increase their speaking ability with score of student.

## **1.5 The Significance of Research**

The research result is expected to be significant theoretically and also practically.

### **1.5.1 Theoretical Significance**

The result of this research is expected to be benefit for English teacher to give new methodology or technique in teaching learning process especially teaching speaking. For the students is expected to help them in learning speaking easily.

### **1.5.2 Practical Significance**

Practically, the result of this research for English teacher will be able to use drama performance in teaching and learning process. The objective research is expected to motivate the other researcher in using the method or technique more variety and easily after understanding the effect of using drama performance in teaching speaking on speaking ability. For the student it is easily to get the subject and interest in learning speaking.

## **1.6 The scope of Research**

In this research the scope is clarify the use of drama performance in teaching speaking on speaking ability. It is focusing in speaking, the basic concept of speaking, and the use of drama performance in teaching, and structure of drama.