



CHAPTER I INTRODUCTION

1.1 Background of the Study

Language is a powerful means to communicate the deepest and highest desires and dreams. Bacon, (2004:1) States that language helps us to fulfill our potential, to share our inner selves with others, or to act upon the world powerfully. It means that language is a soul of human. Language can shows the human intelligence, experience, culture, attitude and human psychologies when they are speaking. By using language, all of countries in the world can connect their relation on some divisions like education, economic, political, cultural, and etc. There are many languages used by people to interact in this world, but this study focus on English.

Blake (1996: 1) states that “English is used widely as a lingua France for purposes of commerce and science because English has virtually achieved the status of a world language”. It means that English is an international language that is used by people around the world to interact among them. To build relations among countries, language is the important thing that shall be known by people. And also many people from different countries use English in order to be able to communicate at each other, not only in oral but also in written communication.

English in Indonesia is considered as a foreign language in which it is learned by Indonesian students from elementary level up to university level.

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Moreover it is included into one of subjects to be evaluated and improve students' ability in comprehending English, as stated in School-Based Curriculum, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* "English lesson is aimed to develop students' ability in communicating by that language either spoken or written. The ability communicate in English involves several skills such as listening, speaking, reading, and writing" (Curriculum centre, 2003: 17). It means that English lesson is one of the subjects that are tested in the national final examination and it is potentially required for students. It is supported by Donough. Jo. Mc (1993: 7) States that the role of English as a tool of communication must be taught in the school as a primarily subject whether on English used as their first foreign language or alternative language that they no heard. Harmer (1989) states that in learning English language, learners need to master four languages skill. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered as productive skills. It means that there are four certain major language skills should be mastered by a language learner those are listening, speaking, reading, and writing skills. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. This study focused of the problems in learning English speaking skill at higher secondary level. Fauziati (2010:15) states that "mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in term of ability to carry out a conversation in the language". It has

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been observed that learners do not get any chance either in the class room or outside to speak English. There is also lack of exposure to authentic English language environments that allow them to use English for communication and expression.

O'Malley and Pierce (1996) state that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Richard and Renandya (2002) States that a large percentage world's language learners study English in order to develop proficiency in speaking. It means that speaking can describe things, complain about people's behavior, make polite requests, or entertain people with jokes. Tarigan (1990:3-4) defines that speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking is the basic skill in learning language. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.

Speaking in English is a crucial part of foreign language learning and teaching in Indonesia because speaking is an activity used by someone to communicate with other. English is considered as one of world languages. It has been used in politics, economy, education, and every area of communication. It functions as a bridge to cross culture, religion, language, nationality, and the lack of understanding between one and the other languages. It takes place everywhere and has become part of our daily



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activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other people through communication.

Speaking is one of the macro skills of the language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, monologue, news casting, etc. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with the others. As an effect to build their ability to speak, teaching the speaking skill can be focused on making the students active to speak up when they are involving a speaking activity in the classroom. Therefore, speaking learning in the classroom should be dominated by students.

Today every school requires the goal of teaching speaking should improve students' communicative skills because students should be able to use these skills in their daily life. Students face serious problems dealing with their second language learning. English has become their school subject since they are in the elementary school but they do not master it after several years of learning. This might be a difficult problem to solve since most of the teachers use traditional method (LKS) in the teaching and learning process. As a result, students do not participate actively during the learning process.

Based on preliminary study conducted at SMK Muhammadiyah 3 Pekanbaru on 02th October to 05th November 2017, the teacher said that the



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Kompetensi ketuntasan minimal (KKM) of English at SMK Muhammadiyah 3 Pekanbaru was 70 in criteria 10-100, but more students obtained low English scores or lower than *KKM*, only some of students obtained higher English' scores than *KKM*. The teacher said that, the biggest problem in English learning was English speaking ability. It found that the students in majority gained difficulties in speaking ability that there were not able to speak naturally, spontaneously and also passive in speaking activity. They were mostly passive in every conversation or discussion in speaking lesson. They were shy and afraid to answer the questions from the teacher. The students' felt unconfident and nervous when they required speaking English in front of the class. Besides, Most of the students did not interest in English speaking activity.

Those cases were complicate one and it should be solved, if their low degree of speaking ability was not improved soon. Consequently, they were probably kept on having difficulty to communicate in English each other. Furthermore, they probably could not achieve the *KKM* of English at SMK Muhammadiyah 3 Pekanbaru.

In teaching and learning process, teacher must always be creative in planning and implementing the learning activities. It is considered that it is necessary to find out a suitable and interesting method base on students' need. They need to be delivered any practices to assist them in increasing the students' self-esteem and developing their speaking ability.

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Acharya and Deshmukh (2012:21) define that self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values. In other word, a person with high self-esteem tends to be capable to do something, feels confident when he speaks and shares the ideas, and believes in himself with ability he has. It means that the student have to high self-esteem to increases their speaking skill.

Hornby (1995:37) states that through speaking language learners would be judged upon most in real life situation. It means that, the teacher must use suitable strategies or technique which can help the students to speak English effectively, confidently and interestingly. And then teaching speaking ability and the students' self-esteem in learning process is seen as a possible approach to do the problems faced by the students. In this case, the researcher tried to apply interesting and effective technique for the students and the teachers so that they did their speaking activity well. One of techniques which were available was Drama technique.

Phillips (1996:3) states that interactive Drama Technique is a form of deconstructed drama which takes the environmental theatre paradigm of combining spaces for audience and performer and eliminates the difference between the two completely. It means that interactive drama focus on students' center, which the actor is the students. The student enjoyed in speaking performance and speaking ability using drama technique.

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Based on the explanation and phenomena above, it was necessary to conduct a research entitled: ***“The Effect of Using Drama Technique on Students’ Self-Esteem and Their Speaking Ability at SMK Muhammadiyah 3 Pekanbaru”***.

1.2 Statement of the Problem

Speaking is one of the skills that students must have. Unfortunately, most of students at SMK Muhammadiyah 3 Pekanbaru could not speak English well, although they had been learning English since Elementary School. Although the teacher has forced them to use English during classroom activity, they hesitated to speak English. The problem was because they were afraid of making mistakes when they tried to speak English. Actually, there were a lot of problems faced in SMK Muhammadiyah 3 Pekanbaru. In order words the problems that the students got difficulties on speaking English.

The students’ problems were not creative enough in finding their own way to be able to speak in English fluently and confidently. They used English inside the class rarely and they never used English outside the class. In the classroom, they tend to be passive because they were afraid of using English. Furthermore, their speaking ability was lower than competency, especially their pronunciation and their self-esteem.

The other problems were teaching resources and media that were used in the teaching and learning process were from the students’ worksheets (*LKS*). Thus, the students may felt that using students’ worksheets (*LKS*) were

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boring because the of students' worksheets contain difficult and monotonous tasks. Therefore, the teacher's creativity was needed to make the materials more interesting.

The last problem was the media and facilities used by the teacher. Actually, there were a lot of media that can be used by the teacher in teaching speaking such as: computers, LCD projectors, pictures, etc. Because of the lack of ability, time, and creativity, the teacher poor used these kinds of media during the teaching learning activity and the teacher only used the *LKS* and dictionary on teaching process.

Based on the problems mentioned, some questions were needed to address: what is the effect of using drama on the first grade of students' self-esteem and their speaking ability at SMK Muhammadiyah 3 Pekanbaru? What make the students got difficulties in speaking ability? How far is the effect of drama on students' self-esteem and students' speaking ability?

Harmer (2001: 275-275) states that teachers need to play a number of different roles during the speaking activities. Actually, to solve the problem, it is needed to apply the method, the various method make the students interest and motivated them good in English and improve the students speaking ability in teaching and learning process. There were a few method could make students to be more active and could improve their emotion, feeling and logical. So, the techniques gave effect of students in learning English.

1.3 Limitation of the Problem

This study focused on the effect of using drama Technique on students' self-esteem and their speaking ability because the English speaking problems often come up in this level. Speaking ability deals with Drama Performance.

The respondents of this study were taken from the students of the first year at SMK Muhammadiyah 3 Pekanbaru.

1.4 Purpose and Objectives of Study

The purpose of this study focuses on pound out the Effect of students' speaking ability and their self-esteem at SMK Muhammadiyah 3 Pekanbaru.

Specifically, the study was conducted to fulfill the following objectives:

1. To find out the significant the effect of using Drama Technique on students' self-esteem at SMK Muhammadiyah 3 Pekanbaru.
2. To find out the significant the effect of using Drama Technique on students' speaking ability at SMK Muhammadiyah 3 Pekanbaru.

1.5 Research Questions

Based on the problems above were identified, the problems of the study were formulated as follows:

1. Is there any significant the effect of using Drama on students' self-esteem at SMK Muhammadiyah 3 Pekanbaru?
2. Is there any significant the effect of using Drama on students' speaking ability at SMK Muhammadiyah 3 Pekanbaru?

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1.6 Significance of the Study

Generally, the results of this study were expected to improve education quality, here are significances of this study:

This study was apparently one of the attempts to find out the effect of Drama Technique on the students' self-esteem and their speaking ability. The significance of this research was divided into 2 parts, internal and external. For internal, this research provided teacher an effective means to improve students' self-esteem and their speaking ability This research also provided teacher some guidance for teaching instructions through Drama Technique in teaching speaking. For external, this research was apparently one of the first few attempts to find out students' self-esteem and their speaking ability in terms of management of the learning process through Drama Technique.

1.7 Rationale of the Study

This study was students' self-esteem and their speaking ability by using Drama. M.H. Abrams (1971: 43) states Drama is the literary form designed for the theater, where actors take the roles of the characters, performs the indicated action, and utter the writer dialogue. Furthermore, Helen Nicholson states that drama is combine thought, language and felling in range of energetic and creative ways, although there are recognizable practices in drama which students might acquire, reaching new understandings implies a creative and personal involvement with the work.

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Classroom drama is not learning about drama, but learning through drama. Combs (1988: 9) states that while drama is informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based on pedagogical, developmental and learning theory as much or more than they are arts-based; its objectives are manifold, but they are all directed on the growth and development of the participant rather than the entertainment or stimulation of the observer."

Students' self-esteem depends on many factors and stands out to show how well a student is doing. Festus (2007), states that self-esteem appears generally to be the fundamental goal behind every life struggle, but the positive platform has consequential effects of improving the worth of the student and can only be achieved through acquisition of positive learning attitudes. Based on explanation, using drama had influence student's speaking ability and their self-esteem in learning process.

1.8 Definition of the Key Terms

1. Effect

Richard (2002, p. 175) states that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is defined as the result of teaching

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speaking ability and to know the students' self-esteem by Drama Technique.

2. Self-Esteem

Acharya and Deshmukh (2012-p. 21) define self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values. In other word, a person with high self-esteem tends to be capable to do something, feels confident when he speaks and shares the ideas, and believes in himself with ability he has. But self-esteem is not a complacency or overconfidence, both of which can set up for failure.

3. Speaking

Tarigan (1990 :3-4) defines that speaking is a language skill is developed in child life ,which is produced by listening skill, and at that period speaking skill is learned.

4. Drama

M.H. Abrams (1971: 43) States that Drama is the literary form designed for the theater, where actors take the roles of the characters, performs the indicated action, and utter the writer dialogue. It means that drama is a learning process which the actors have to focus on their role and it was applied on students speaking ability.

5. Narrative text

Langan (2001) states that narration is story telling whether we are relating a single story or several related ones. Through narration,

we make a statement clear by relating in detail something that has happened to us. In this research, the researcher used narrative text as her material in conducting this research.

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