**CHAPTER 1**

**INTRODUCTION**

1. Background

Speaking is one of the basic skill that should be mastered by students, especially language learners since it is very important for them to communicate in the inside and outside of classroom. The important role of speaking is information exchanging, both speaker and listener. It involves the expression and utterance that lead them to be more comprehensive in understanding the information given. Speaking is the vital process in accessing information with others, automatically lead the learners to master it.

Many ways have been done to teach speaking English, such as teaching Speaking through picture narrating, or through whispering games. In picture narrating activities, students are asked to tell the story taking place in the sequential pictures by paying attention on the criteria which is provided by the teacher as a rubric. But in fact, the learners’ speaking ability has not improved yet. This might be due to the lack of self confidence. The student has to tell about the picture using their own words and he / she might feel reluctant to make mistake in front of the class In whispering game activities, students are divided into small groups and are asked to tell the continuous story. Teachers give them a short story and first speaker in the each group should convey the short story to the next speaker, until the last speaker they should tell in front of the class what story they have heard. These activities have been done by teachers in SMA Negeri 2 Binamu, however, the students speaking ability is still low. In whispering activity, he emphasized mostly to the learners’ memory. How much the learners can remember what the story was about. This activity did not involve the expression and intonation which are important in communicating especially in speaking.

Thus, teacher needs to find alternative way or method in teaching speaking that is more effective than the conventional method they have applied. One way in teaching English that may increase students’ ability in speaking is by using drama. It is possible because drama enhances the students’ interest to speak by involving several elements of speaking such as pronunciation, and intonation. Drama can increase the students’ interest because it is fun in some ways. It contains stories that reflect life and has moral values that can be adopted. Drama also involves some learners in doing it. This reduces the learners’ shyness to speak up as they have friends that also participate in the same story. They can express what character they are playing. Beside that, this method has not been observed by many teachers in school yet. That is why it becomes the main reason so that the researcher is interested in observing the use of drama as a method in teaching English speaking.

In relation to the statement above, the researcher applies teaching drama to improve speaking ability of the students of SMA Negeri 2 Binamu Kab. Jeneponto.

1. Problem Statement

Based on the above considerations, the researcher formulated the problem statement as follows:

Is the use of drama effective in improving students speaking ability?

This problem is pinpointed into some research questions as follows:

1. Is the use of drama effective to improve the students’ speaking accuracy at SMA Negeri 2 Binamu Kab. Jeneponto ?
2. Is the use of drama effective to improve the students’ speaking fluency at SMA Negeri 2 Binamu Kab. Jeneponto?
3. Is the use of drama effective to improve the students’ speaking comprehensibility at SMA Negeri 2 Binamu Kab. Jeneponto?
4. The Objective of the Research

This research aims to:

1. To find out the effectiveness of the use of drama in improving the students’ speaking accuracy.
2. To find out the effectiveness of the use of drama in improving the students’ speaking fluency.
3. To find out the effectiveness of the use of drama in improving the students’ speaking comprehensibility.
4. The Significance of the Research

The outcomes of the research were expected to be useful for the teachers and students of English in general, and for the teachers and students of SMA Negeri 2 Binamu in particular. For the teacher, it was expected to become source of information to gain more knowledge about the importance of using drama in the classroom. Meanwhile, for students, they can motivate to increase practice in speaking English. While for the next research, it can become the main contribution to conduct better research.

1. Scope of the Research

This research was restricted in teaching drama to improve speaking skill. The drama materials that are used in the research:

1. Cinderella
2. Sleeping Beauty
3. Snow White

The speaking competencies with indicators below are the scoring in teaching drama as follows:

1. Expressing sadness;
2. Expressing embarrassment;
3. Expressing annoyance;
4. Expressing love;
5. Asking and giving opinion; and
6. Agree and disagree

The area of assessment covers the improvement of students’ speaking accuracy in pronunciation, grammar, vocabulary, fluency, and comprehension.