

Chapter I

Introduction

A. Background of the Research

In this globalization era, English plays a prominent role in the world, where most people use English as a means of communication. Meanwhile, in Indonesia, English is considered as a foreign language (Zulianti, 2013) English language is a compulsory subject that is taught from elementary school until senior high school in Indonesia. The objective of teaching and learning English in Senior High School is to give student basic knowledge related to things available in the student surroundings by paying attention to their progress and the appropriateness to the condition.

There are four skills of English subject: they are speaking, reading, writing, and listening. Speaking is one of skill subjects that is also the one of important required subject to reach at least the standardized score or goals. Speaking is an activity used by someone to communicate with other. It takes place very where and has become part of our daily 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 through communication. Further, she stated that it is not easy to teach English to the

students who do not use it as their first language. The best way to solve this problem is teaching English through communicative activities in the classroom.

One of communicative activities that can be used to teach English, especially in term of speaking is drama. In drama, the students will use language more. They read the script, they remember it, and they perform it in acting and speaking. It is an ideal way to use and practice English language in a complete package. It also any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation. In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and personal of another person. The students may do this on their own or with one or more fellow students; they may act either in a controlled way in accordance with organizational and linguistic guidelines established by the teacher, or they may be left fairly free to work matters out. In both cases the students interact with other people and react to what they do and say, making use of their own personal store of language in order to communicate in a meaningful manner.

Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination. Drama encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners

experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom. The student-centredness inherent in all dramatic activities also improves students' maturity and motivation, and the physical involvement contained in drama along with the concept of learning language through action is an effective variation to language teaching, where the learner rather than the language or indeed the teacher is at the centre of the learning process.

When the reasearcher did the teaching practice at SMA PSKD 3 Jakarta, the reasearcher found that drama was used as a project in English conversation subject for the second grade students. The theme, concept, script, stage, and all the things related to the drama were prepared by the students. It was a good project for conversation class. It motivated the researcher to do further study about the use of drama and its correlation to the students' speaking achievement.

Dailey (2009) states that drama activities provided exciting opportunities to speak English. He was an English teacher in Japan who struggle with the problem of students passivity and shyness. To remedy this problem, he created a one year English through Acting class in order to encourage the students to practice speaking English in a safe, and enjoyable environment. As a result, he found that drama also helped the students to overcome their shyness. Furthermore, he proved that more than half the students wrote that they were enjoying the activities and they were more confident to speak English.

Drama is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. It bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real life situations by providing insights into how to handle tricky situations. It strengthens the bond between thought and expression in language, provides and offers good listening practice. If drama is considered as a teaching method in the sense of being part of the eclectic approach to language teaching, then it can become a main aid in the acquisition of communicative competence.

Zyoud (2010) supports this by saying : “One of the greatest advantages to be gained from the use of drama is that the students become more confident in their use of English by experiencing the language in operation.” The activity, drama itself, facilitates the type of language behaviour that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make themselves understood in the target language, than drama does indeed further this end.

Based on the description above, the researcher was interested to discover the correlation between the use of drama and English speaking achievement in SMA 3 PSKD. Therefore, the title of this research is The Correlation Between Scripwriting Drama Activity and Student’s Speaking Achievement at The SMA 3 PSKD Jakarta in education year of 2012/2013.

B. Problem Statement of the Research

Based on the discussion in the background section above, drama influences on the students' speaking achievement and therefore the problem must be solved. By having the supporting data concerning this, the researcher addressed this study to be the correlation between the the use of scripwriting drama and students' English speaking achievement. More specifically, the study tries to seek the answers to the following questions :

1. Is there the correlation between the scripwriting drama activity and students' English speaking achievement in SMA 3 PSKD Jakarta?
2. How significant is the influence of the scripwriting drama activity to students' English speaking achievement?

C. Objective of the Research

The objectives of this research are to discover the correlation between the scriptwriting drama activity and students' English speaking achievement of eleventh grader students at SMA 3 PSKD Jakarta and to find out how significant th correlation between the scriptwriting drama activity and elevent grader students' English speaking achievement at SMA 3 PSKD Jakarta in eduction year of 2012/2013.

D. Significance of the Research

The researcher wants to this research could give useful information and contribution to students, teachers and other researchers.

1. To students, the result of this study will hopefully be able to motivate students to use scripwriting drama activity in conversation class.
2. To teachers, the result of this study will hopefully be able to facilitate and develop the students' speaking achievement through scripwriting drama activity.
3. To other researchers, the result of this study will hopefully provide a basic for conducting research on the same area.

E. Scope of the Research

In order for the problem in this research do not deviate from what is studied, the researcher restrict this study to the problem: to the correlation of scripwriting drama and students' speaking achievement at SMA 3 PSKD Jakarta. In addition, the research is going to collect the data by using quantitative and correlation method and use the transcript of speaking score from the conversation class. The subjects of this research are students of SMA 3 PSKD Jakarta.

In this research, the researcher focus on eleventh grader students who have drama project in their conversation class. They are divided into two classes : Science and Social Class. The drama project that they have is scripwriting drama activity that use story as the starting point.

F. Operational Definition

To avoid some confusing understanding about this topic, the writer explains the definitions of some main terms:

1. Scriptwriting drama is an activity in which students write their own words (and sometimes actions) to dramatize. Students may write what they will say, the cues for movement, and other scene-setting elements.
2. Drama activity is a kind of communicative activities that can be used in speaking class in order to improve the speaking skill.
3. Scriptwriting drama activity is one of the communicative activities where the students write the script to dramatize that the teacher use to improve the students skill in speaking to gain the higher achievement in English subject.
4. English speaking achievement is the score that the eleventh grader students get in English Conversation Class at SMA 3 PSKD Jakarta in academic year of 2012/2013