

# **CHAPTER I**

## **INTRODUCTION**

This chapter comprises Background of the Research; Statement of the Research and Development Problems; Objectives of the Research and Development; Specification of the Product, Significance of the Research and Development; Assumption and Limitation of the Research and Development; and The Important Terms Used in This Study.

### **1.1 Background of The Research**

English is one of the languages which should be mastered by people, especially students. Students will get many benefits by mastering English. As (Nishanthi, 2018) stated, the benefits of mastering English are concluded as follows; students can communicate with people around the world confidently, students can get a job easily, students are given the chance to get a scholarship easily, and it helps to understand other languages.

English has four skills that should be learned. Those skills are listening, speaking, writing, and reading and the most difficult skill is speaking. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking ability is important to students. As Amrullah: 2015 stated, speaking ability is considered to be the most important skill for EFL learners in Indonesia. This is because formal classes in Indonesia mostly emphasize the students' ability to read and write. In response to the global challenge, many schools in Indonesia are aware of the necessity of students' capability to speak. Some schools have started to encourage their students' speaking proficiency by having additional programs such as English extracurricular and English clubs to improve the students' speaking ability.

Unfortunately, many students do not like speaking. They feel that speaking is difficult. According to Nurhayati (2017), "some difficulties that they face, such as first feeling shy, afraid of making mistakes, and stumbling when they utter ideas." Aside from a lack of curriculum emphasis on speaking skills, such as teachers' limited English proficiency, class conditions that do not favor oral activities, limited opportunities for practice outside of class, and an examination system that does not emphasize oral skills, the supporting environment does not provide for conducting communication."

English Club is an extracurricular activity at Vocational High School 2 Tulungagung. Students who want to learn English, especially to speak English, can take advantage of the extracurricular activities. The English Club has one instructor and 15 students. The instructor is also the English teacher of Vocational High School 2 Tulungagung. Those 15 students consist of students in grades 10, 11, and 12. The instructor teaches them to speak English by several methods. These methods include describing items, making presentations, telling stories, and drama.

Drama is considered to be the best method for teaching speaking because by doing drama the students can practice their speaking English skills by acting with their friends. It is fun enough and they will not get bored. As Yue Hu (2011) cited in her seminar paper research, found that "children enjoy learning language and developing their multiple intelligences to learn language through drama activities. Yue Hue (2011) also cited that drama activity combines action and entertainment for students while achieving the teaching goals.

Besides, drama can help students easily to acquire English because by following drama class, students have to be able to deliver the dialogues clearly to convey the message of the story (Sudirman: 2016). It can be said that drama can help students to stimulate them to speak English well. In addition to Thornbury (2001), he mentioned some activities that can stimulate students to speak. Those activities are: (1) presentation and talk, (2) stories, anecdotes and jokes, (3) drama, role-play and simulation, (4) discussion and debate and (5) conversation and chat.

The English Club of Vocational High School 2 Tulungagung has practiced speaking by doing drama several times. They even performed it at graduate school. Unfortunately, they do not have script to perform dramas. Therefore, every time they perform, they have to find a drama script on the internet first and edit it because the contents do not match the wishes of the English club. English club students often present dramas from abroad such as Snow White, Rapunzel and Cinderella. They rarely present dramas from Indonesian folklore because they find it difficult to find English drama script for Indonesian folklore. Besides, they think that Indonesian folklore is less interesting because it lacks of humor.

The researcher found some previous studies related to developing speaking skills materials. *Developing Language Games to Teach Speaking Skill for Indonesian Senior High School Learners* is the first previous study the researchers found. It is written by Ahmad Zubaidi Amrullah from State Islamic Senior High School 2 (MAN 2) Gresik. In his research, he found that developing Language Games can improve students' speaking ability. Besides, the motivation for learning English is increasing. In addition, Dewi (2016) also stated that applying games will help the students' speaking skills.

The second is research from Mita Nur Aflah and Eka Fajar Rahmani, who are developing a speaking handout for ESP students. Their report showed that by developing the handout, the students' motivation for learning to speak is good. In addition, the students will be able to practice their public speaking skills by using the handout.

Following on the two previous studies, the researcher wishes to conduct a third study by creating an English drama script to assist students in speaking English. The researcher thinks that this research is unique and interesting because making a drama script according to the needs of students and teachers will increase students' enthusiasm for learning to speak English. Learning the book is considered interesting because it is accompanied by drama practice. This is different from other speaking learning materials. As others are only material development without any fun practice. Besides, the researcher wants to introduce

more Indonesian cultures to students. In this era, students rarely know about Indonesian folklore. They more often understand stories from the west such as Cinderella, Rapunzel, Barbie and Snow White than the Indonesian folklore.

From the problems faced, the researcher decides to make some folklore scripts that are helpful for students to improve their speaking. The product of this study is a book called — **An English Drama Script Book** which contains some folklore from Indonesia in script form. The objectives of this research are to identify the Vocational High School 2 Tulungagung English Club Students' needs for practicing speaking and to make an appropriate speaking media for them in practicing speaking

### **1.2 Statements of The Research**

Based on the identification and limitation of the problems, the problems are formulated as follows:

1. What material should be developed as a teaching speaking material of the students of the English Club in Vocational High School 2 Tulungagung?
2. How to develop the speaking material of the students of the English Club in Vocational High School 2 Tulungagung?

### **1.3 Objectives of The Research**

For answering the questions in the statement of the problem, there are two objectives of the problems in this research, those are:

1. To know what speaking material should be developed for students of English Club in Vocational High School 2 Tulungagung?
2. To explain to develop the speaking material of the students of the English Club in Vocational High School 2 Tulungagung?

## **1.4 Significance of The Research**

The research gives significant contributions to English club instructors, English club students, Vocational High School 2 Tulungagung, and other researchers. The significances of the research are as follows:

1. For the English club teacher

The English drama script book can help her to teach her students in speaking English.

2. English Club Students

The English drama script book can help students in practicing their speaking ability by doing drama. It makes them easier to create drama. The students do not need to search the script from the internet.

3. Vocational High School 2 Tulungagung

The school does not need to look for suitable English-speaking media for the students as The English drama script book is made based on the students' needs.

4. Other researchers

The result of this research could be used as a reference if they conduct a similar study related to developing English speaking material. They might be taken the same information for their research or looking for the lack and then modified through conducting further research.

## **1.5 Scope and Limitation**

The researcher chose the instructor and students of the English Club in Vocational High School 2 Tulungagung as the subject of this research. This research is limited to the problems faced by those subjects who do not have a good drama script that matches their expectations. Hopefully, by using the English drama script book, they can practice speaking English easily.

## **1.6 Specification of the Product**

The product of this research is called 'An English Drama Script Book'. The thickness of this book is about 50 pages. There are five stories in this book. Those stories are; (1) The story of Telaga Warna. The story is from west java. It talks about how Telaga Warna in West Java happened. (2) Princess mandalika. The story tells the reader about the name Mandalika comes from. (3) The Story of Roro Jonggrang. The story is from Sleman, Central Java. It tells how Prambanan Temple made. (4) Jaka Tarub and Dewi Nawangwulan which tells about seven angels with a young man and (5) The story of Banyuwangi. It tells the reader about Banyuwangi city.

Each drama script consist of about 10 pages which contain prologue, orientation ,complication series of events, resolution and epilogue. The prologue and epilog will be presented by narrator. The narrator will explain to the reader what the actor do not say. There will be some scene in the story. The researcher writes the 'scene' in every changing scene. It will make the role player more understand and know that the scene has changed and the role player should change to.

This book is designed with colorful cover entitled "An English Drama Script Book" at the top. The font used for the cover is 'goudy stout'. While the font used in writing the script is cambria, size 9. The researcher also adds some pictures that represent the story in it. This book is very interesting and easy to understand so that students can use it in learning speaking

## **1.7 Definition of The Keyterms**

### **1. Development**

Development is a process to make something new or change something that was existed. In this research, development means that make a change in the materials lesson such as printed materials. In addition, if in previous printed materials have problems, through this development, the problems can be solved.

2. English Drama Script Book

It is a book that contains several drama scripts in English. For the most part, this book contains only the conversations between the drama actors in the story

3. Teaching Speaking Material

It is the process of teaching students to learn how to speak English well. The students are taught to pronounce correctly and speak in English confidently. Speaking is important to be learned. According to Scott Thornbury (2001:) there are several activities to help students in developing their speaking skills. The first is *Presentation and talks*. By doing presentations and talks, students are stimulated to speak. Standing up in front of the class and explain something to their teacher and friends will help them to be confident people as well. The second is *Stories, jokes, and anecdotes*. It means students do storytelling with those stories, jokes, and anecdotes.

4. English Club

It is a club in Vocational High School 2 Tulungagung which learn English. The students are taught how to read, write, listen and speak in English.

5. Vocational High School 2 Tulungagung

Vocational High School 2 Tulungagung is the largest vocational school in Tulungagung. Even though it has only been established six years but it already has many students and has many achievements.