

CHAPTER I

INTRODUCTION

A. BACKGROUND THE STUDY

Drama helps students release the English.¹ Dialogue and improvisation are effect forms of drama.² The goal is teacher uses this method, has alternative device to stimulate students. Furthermore, students can motivate to speak especially, when they are interacting with friends.

We know that in class, there are many characteristics of students. The characteristics are varieties, for example: introvert, extrovert, talkative etc. So, in this case, we can give a chance to all students participate. So, they can be more active to practice speaking English.

In addition, when students perform in drama, they have responsibility to become skit / role. In this situation, they can practice the conversations suitable with scenario. They also should do with emotional. We ensure that acting out are both learning and a language producing activities.³ So, it can be minimized student's shy and improve students' pronunciation.

Pronunciation is a part of the language; it is very important part when someone is transferring knowledge to other people. Someone needs to pronounce some words clearly enough to be understood, that is very important part of pronunciation. Like in Hadits, when Prophet Muhammad was communicating that his utterances can be understood for all people who were listening him, therefore the accurate of pronunciation will be good tool in communication.

¹ Thomas Kral, *Plays for Reading Materials Development and Review Branch*, (U.S: English Language Programs Division, 1994), p. v

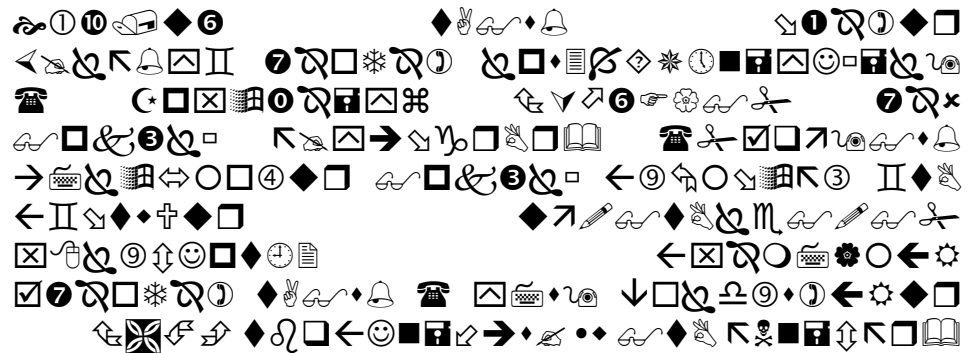
² Julia M. Dobson, *Effective Techniques For English Conversation Groups*, (Washington, D.C Newbury House, 1981), p. 48

³ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman, 2002), p. 271

رَعَنْ عَائِشَةَ قَالَتْ : كَانَ كَلَامُ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كَلَامًا
فَصْلًا [كلام فصل] يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ (رواه ابوداود)⁴

From Aisyah r.a said that the utterance of the great messenger is a clear pronunciation (his utterance is very clear) that it is understandable for every people who listened him. (Abu Daud).

And in the holy Quran, it explains about drama was as stated in verse 30 of Surah Al- Baqarah.



Behold, thy Lord said to the angels: “I will create a vicegerent on earth.” They said: “Wilt thou place there in one who will make mischief there in and shed blood? Whilst we do celebrate thy praises and glorify thy holy (name). “I know what ye know not.”(Al Baqarah 30)⁵

In this case, the students are not different too, there are many students that always should be improved their pronunciation everyday. Most of them are not able to remember and produce some English words especially script in drama.

Speaking in second language is often viewed as important thing of the four skills, because it can indicate how far the students master a certain language. However, some language learners are usually afraid to speak the target language. Most of their reasons are shy or afraid of doing grammatical errors, and even they don't know what they should say. Actually, this could be caused of monotonous method that the teacher uses in the teaching learning

⁴ Abu Dawud al-Sijistany, *Sunah Abi Dawud (bab al-Huda fi al-Kalam)*, (Bairut: dar al-Fikr, 1994), Juz 2, hal 450.

⁵ A. Yusuf Ali, *The Holy Qur'an*, (US: Al Rajhi Company, 1934), p. 30

process. This can cause boredom. Thus students are less attention and the worst result is stagnant skill without improvement.

One of the basic problems in teaching foreign language is to prepare students to be able to use the target language. Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our student's progress and know that we have helped to make it happen. Teacher should be creative and try some alternative ways, for example performing drama that can give lots of chance to practice speaking for students; teacher also should try to use English in teaching English conversations.

There are so many techniques to make students interested in studying and practicing. Teacher should motivate and encourage students with interesting activities, for example teachers can also improve students' pronunciation ability. In performing drama, the students can learn and try to speak as if they were in the real situation.

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. So, teacher can evaluate the students' pronunciation especially of affix "s" added to sibilant sounds in the present tense.

The writer hopes by performing drama for teaching pronunciation, students will be more motivated and more active in practicing their speaking so that they can speak fluently and have a good pronunciation. Because based on the first visit of the writer found a problem faced by the students SMPN 23 Semarang in the 7th grade was the students did not like speaking, and also have bad pronunciation. They were afraid to speak in front of the class and the teacher's teaching does not have variation.

B. REASONS FOR CHOOSING THE TOPIC

The researcher chooses this research study because he finds many of students are afraid to speak English and have bad pronunciation. So, the researcher uses the drama to motivate students to speak especially, to improve students' pronunciation of affix "s" added to sibilant sounds in the present tense.

C. RESEARCH QUESTIONS

Based on the background above, the research questions is:

Is performing drama effective to improve students' pronunciation of affix "s" added to sibilant sounds in simple present tense?

D. OBJECTIVES OF STUDY

The objective of the study will be about:

To know whether or not performing drama is effective to improve students' pronunciation of affix "s" added to sibilant sounds in the simple present tense.

E. LIMITATION OF THE STUDY

To limit the scope of the study, the writer will only discuss such as follows:

1. This study will be done three weeks in the seventh grade students of SMPN 23 Semarang in the academic year of 2010/2011.
2. This study will talk about the use of performing of drama, which is effective to improve students' pronunciation of affix "s" added to sibilant sounds in simple present tense. It is done to find the effective way to teach speaking especially in pronunciation.

F. SIGNIFICANCE OF THE STUDY

The result of the study is expected to be able to give the following benefits for:

1. English Teacher

It will be sure that students' pronunciation of affix "s" added to sibilant sounds in simple present tense using performing drama is effective or ineffective based on the advantages and disadvantages of using performing drama to teach students' pronunciation on affix "s" added to sibilant sounds in simple present tense.

2. Students

After the teacher finds out the effectiveness of using performing drama to teach students' pronunciation of affix "s" added to sibilant sounds in simple present tense, students are hoped to be easier in learning and mastering pronunciation of affix S added to sibilant sounds in simple present tense.

3. English Language Teaching

English language teaching will soon recognize the suitable and effective teaching students' pronunciation of affix "s" added to sibilant sounds in simple present tense using performing drama.

Further, even the institution where the English language held will get a better result in its graduations.

G. DEFINITION OF KEY TERM

1. Performing Drama

Drama is the more general term, encompassing both: role-play and simulation, as well as other types of activities, such as play reading, recitation, and improvisation. They are potentially highly language productive, can be adapted to different levels of proficiency and for different topics, and because they allow learners experience autonomy in the speaking skill. They also have the added advantage of requiring few or no materials, and hence can be set up spontaneously and most teaching contexts.⁶

⁶Scott Thornbury, *How To Teach Speaking*, (Longman, 2005), p. 98

2. Improve students' Pronunciation

Become or make something/somebody better especially, in production of individual sounds, the appropriate linking of words, and use of stress and intonation to convey the intended meaning.

3. Affix "S" Added to Sibilant Sounds

The primary aim of the lesson is to introduce the 3rd person verb forms a set of verbs, but the pronunciation of the verb ending "s" is also relevant. And then, sibilant sounds should appear and clear. The facts some have an /s/ or a /sh/ sounds, while some have /z/. (The rule is that /s/ will be said after an unvoiced consonant sound and /z/ after a voiced consonant or vowel/ diphthong)⁷

4. The Simple Present Tense

The Simple Present says that something was true in the past, is true in the present, and will be true in the future.⁸

⁷ Gerald Lelly, *op.cit.*, p. 130

⁸ Betty Schramper Azar, *Understanding And Using English Grammar Second Edition*, (US: Prentice Hall Regens, 1989), p. 11