

Chapter One

Introduction

This chapter presents the basic reasons for conducting this study. It is divided into an introduction that concerns the background of the study. Then, the statement of the problem contains the problems that would be appeared in this study. The next is the delimitation of the study contains what the topic focused on. There are two research questions, the purpose of the study and the significance of the study that would be a part of this study.

Background of the Study

Learning English means learning the four language basic skills, which consist of reading, writing, listening, and speaking. These four skills can be classified into two categories; as mentioned by Hossain (2015), reading and listening are categorized in receptive skills because when we listen and read something we receive the language, understand, and interpret the meaning. Meanwhile, speaking and writing are categorized as productive skills because people use the language to produce a message by spoken and written text. However, every skill is closely related to one another, and it is used as a tool to communicate. These skills are also used by society as a success measurement in learning English. However, speaking skill turns to be an important measurement by society when considering whether someone is going to succeed in learning English or not.

Many students wish to be good at English-speaking skills because speaking is an important way to communicate with other people. For example, to give information, to ask something, to share an opinion, and so on. To mastering speaking skills, there are several aspects that students need to learn. According to Hormaililis (as cited in Harahap et al., 2012), there are four aspects of influence in speaking skills such as vocabulary, grammar, fluency, and pronunciation. Besides, students should have more practice to make them speak English fluently.

There are some problems faced by the students in improving their speaking skills. According to Heriansyah (2012), the difficulties in speaking are divided into two types: linguistic problems and non-linguistic problems. Linguistic problems that students usually faced are students' lack of vocabulary, lack of grammar knowledge, and poor pronunciation. Meanwhile, non-linguistic problems come from the students as worry, fear, shyness, lack of motivation, and

lack of confidence. Therefore, many students are trying to find a way to improve their English-speaking skills.

In the English Language Education Department (ELED) of a private university in Yogyakarta, many subjects in the formal classroom provided for the students to focus on speaking skills. Those subjects are listening and speaking for daily conversation, listening and speaking for a formal setting, listening and speaking for academic purposes, listening and speaking for career development, interpreting, and so on. Although the students have learned those kinds of subjects, they still find it difficult to speak English fluently.

Based on the researcher's observation in ELED of a private university in Yogyakarta, some students have some difficulties in speaking English well. For example, when the students do a presentation in front of the class, some students look unconfident and frequently make a long pause. It seems that students lack of vocabulary and grammar knowledge, thus making them not speak English fluently. Another example is when the students want to deliver their opinion, sometimes it is hard to understand what they are saying, and this is because some students have poor pronunciation. Besides, students tend to have practice English-speaking only in formal classroom meetings, and they have less English-speaking practice outside the classroom meetings.

However, many strategies can help students improve their speaking skills, and one of them is learning English through drama. Drama is one of the learning strategies that students can use to help them improve their speaking skills. Drama gives students a chance to practice their English-speaking skills in a fun and communicative way, as mentioned by Dinary, Sutapa, and Bunau (2018), who states that drama makes the learning process more active, enjoyable, and communicative. Drama is also one of the effective ways to improve students' speaking skills, as Susilawati (2013) mentioned that drama is an effective way to helps students in improving their speaking skills. In addition, according to Máster (2014), learning English through drama is a natural way of enhancing students' speaking skills. It gives students many benefits when they enjoyed using drama to improve their English-speaking skills.

Many previous studies have been investigated the benefits of learning English through drama to improve students' speaking. For example, Dinary, Sutapa, and Bunau (2018) investigated about improving students' speaking by using drama technique in class eleven multimedia of Vocational High School Mandiri Pontianak. The other example from Susilawati

(2013), investigated about improving students' speaking skill using drama at the eleventh-grade students of language class of MAN Yogyakarta II in the academic year of 2012/ 2013. Some previous studies focused on the drama applied in the formal classroom, where teachers apply drama as a teaching technique to improve students' speaking skills. Besides, there are learning objectives that students should achieve in the formal classroom. Thus sometimes it probably makes students focused on having a good score or achieving the objective of the teaching and learning rather than its benefits.

Therefore, in this study, the researcher investigates the benefits of joining an English drama club in improving students' speaking skills. This study focuses on the students joining the English drama in the informal classroom, where students join the English drama outside of the classroom based on their desire and interest in drama as a learning strategy to improve their speaking skills without pressure.

Identification of the Problem

In the English Language Education Department of a private university in Yogyakarta, many subjects in the formal classroom are provided for students to improve their speaking skills. However, based on the researcher's observation, many students still find difficulties in improving their English-speaking skills. Example, students do presentation in front of the class, some students look unconfident and frequently make a long pause. It seems that students have lack vocabulary and grammar knowledge, thus make them not speak English fluently. Another example is when the students want to deliver their opinion, sometimes it is hard to understand what they are saying this is because some students have poor pronunciation.

Besides, students tend to have practice English-speaking only in formal classroom meetings, they have less English-speaking practice in informal classroom meetings. Many students are only concerned about have a good grade rather than the benefits obtained from classroom meetings. Therefore, the university provides some organizations or clubs where students can join and get the benefits, one of them is joining the English drama club.

Delimitation of the Study

This study focuses on the education field conducted in the English Language Education Department (ELED) of a private university in Yogyakarta. This study focuses on the data of the

benefits of joining an English musical drama club to improve students' speaking skills. The data gathered by a qualitative approach. The participants in this study were three students of ELED who joined the English drama club. This study focused on the interview as a method to collect the data.

Research Questions

Based on the background of the study, the researcher formulated a research question. The research question is what are the EFL students' perceptions on the benefits of joining an English drama club in improving their speaking skills?

The Purpose of Research

Based on the research question, the purpose of this study is to investigate the EFL students' perceptions of the benefits of joining an English drama club in improving their speaking skills.

Significance of the Study

Hopefully, the finding of this study will have many benefits for the students and the other researchers.

For the students. This study is expected to make students realize that improving their English-speaking skills is not only depending on the formal classroom. This study can affect the students to join informal activities such as organizations or clubs in the university to improve their English-speaking skills such as joining English musical drama club. This study is also expected to provide information related to the benefits of joining the English drama club to improve students' speaking skills in a fun way, thus the students do not hesitate to join the clubs.

For other researchers. The researcher expected that this study could be used by other researchers as a reference to conduct their studies related to drama. Hopefully, this study can support their understanding related to this topic. The last is the researcher expected that this study could guide other researchers to conduct their study.