

## CHAPTER I INTRODUCTION

This chapter focuses on the research background, questions, purposes, significance, scope, conceptual framework, and previous works.

### **A. Background**

The current research investigates students' performances of their speaking aspects especially pronunciation and fluency in the English drama project. This research also explores students' perceptions of their speaking confidences during their drama performances. Pronunciation is defined as the method of producing certain sounds (Richard and Schmidt, 2002). Pronunciation is particularly important in communication since only with correct pronunciation communication can be accomplished (Handayani, 2017). As well as pronunciation, Fluency is one of the requirements for successful communication (Gorkaltseva, Gozhin, & Nagel, 2015), and is regarded as a key sign of language acquisition progress (Chambers, 1997). Additionally, this research seeks to provide teachers and students with a thorough explanation of students' speaking skills and confidence during drama performance.

The English language has four basic skills. One of them is speaking, which is considered the most prevalent and essential type of communication among humans. Cameron (2011) present speaking as the process of actively expressing ideas through language in a way other people can comprehend. Meanwhile, Nunan (2003) defines speaking as "a productive oral skill comprising the generation of systematic verbal utterances to convey meaning." Syakur (1987) in Mora (2010) presents speaking is a difficult ability to master since it involves four different aspects: grammar, vocabulary, pronunciation, and fluency. Speaking is related to success in life, as it occupies a significant personal and social role (Ulas, 2008).

Drama is a practical language teaching approach that can provide students with a proper context and experience. Drama combines cognition, language, and feeling in a variety of dynamic and creative ways. In the EFL context, implementing

drama approaches and activities in the classroom delivers powerful opportunities for foreign language learners to practice the language in concrete "situations."

Drama has been thought to allow students to practice English by using the target language in realistic circumstances and reduce severe speaking problems. Furthermore, Desiatova (2009) regards drama as a motivator that stimulates one's creativity and practical thinking abilities, demonstrating that drama, enhancing communication skills, enables learners' problem-solving, critical, and creative thinking capabilities. Desialova (2009) provides a list of the benefits of using drama in the language classroom, including the following: drama is an excellent way to encourage students to communicate for real purposes; drama makes language learning an active motivating experience; drama helps students develop the confidence and self-esteem necessary to use the language spontaneously; drama brings the real world into the classroom; and drama makes language learning memorable throughout.

Based on the preliminary study to the English language learner in a state university in Bandung. Several students have difficulty performing correct pronunciation and their speaking fluency. In addition, these students still lack of confidence when they speak English. To cope with this, the research intends to explore their perceptions about pronunciation, fluency, and confidence during English drama project. By applying this research, specifically exploring students' perception in drama project, there are some informations that could be contribute to ELT especially learning of speaking.

Several previous studies related to drama utilization to improve speaking abilities and confidence have been conducted. Initially, Iampitakporn (2002) experimented with contrasting the English-speaking students' achievement who participated in drama activities and students who enrolled in conventional teaching to examine students' perspectives on drama activities. Second, The pre-experimental study conducted by Nuktong (2010) to investigate the impacts of drama-based instruction on students' oral language skills and motivation to learn

English found a considerable rise in students' verbal communication abilities and motivation to learn English. Lastly A study on the benefits of using drama in a university classroom was conducted during the rehearsals, and the results were summarized in an essay by Guliyeva (2011).

The current research contains certain similarities and differences from the previous research above. Previous research and current research have a similar focus on the role of drama in developing students' speaking skills. The current research seeks to fill the gap from previous studies to explore students' speaking fluency, pronunciation, and perception on confidence when performing their drama project. Further, the current research involves students' responses to find out their perception and document analysis of their fluency and pronunciation performance during the drama project.

### **B. Research Questions**

The current research is being conducted to determine the impact of the drama project on students' speaking skills and self-confidence. As a result, the current research attaches two research questions concerning students' self-confidence and skill in speaking English. These are the two questions:

1. How are the students' perceptions of their confidence in speaking when performing English drama projects?
2. How are the students' speaking fluency when performing English drama projects?
3. How are the students' speaking pronunciation when performing English drama projects?

### **C. Research Purposes**

The current research investigates students' perspectives on their speaking fluency, pronunciation, and self-confidence when performing English drama projects. This research explores the students' speaking experience in drama projects. Therefore, there are two purposes of the research.

1. To investigate the students' perception of their confidence in speaking when performing English drama projects.
2. To determine the students' speaking fluency when performing English drama projects.
3. To determine the students' speaking pronunciation when performing English drama projects.

#### **D. Research Significances**

The goal of the current research is to investigate students' speaking fluency, pronunciation, and speaking confidence when they are performing drama projects. It leads to the theoretical and practical benefits of the investigation. Theoretically, the current research gives specific knowledge and analysis about the student's actual condition of speaking confidence, pronunciation, and fluency during drama performance. In addition, it might help to support and supplement relevant research ideas. Practically, this research was conducted to provide reflection material for teachers in teaching speaking English through a drama project. It might help the teachers to reflect and analyze the drawback and benefits during the teaching process.

#### **E. Conceptual Framework**

The current research investigates how students' fluency, pronunciation, and self-confidence could all be enhanced through drama performance. This requires an investigation of speaking ability and drama projects that comply with the conceptual framework employed to present this research. This conceptual framework defines a variety of concepts, such as drama performance, the nature of speaking, and speaking aspects.

Students who practice drama might better manage their speaking issues. Students can learn and practice speaking English more through drama scripts due to the drama approach. Students can increase the quality of their speaking in terms of pronunciation and fluency by learning and repeatedly practicing dialogue in their writing (Effendi, 2015).

Regarding speaking, drama allows students to practice their English by putting it in real-life settings. Language teachers have extensively used it in speaking classes since it enable specific speaking tasks that concentrate on speaking skills, including fluency, correctness, pronunciation, emphasis, intonation, etc. (Akyüz & Tanış, 2020). Drama exercises assist pupils, even those with low vocabulary, communicate in a foreign language (Aldavero, 2008).

Speaking is one of the primary objectives of language acquisition since it is the skill of communicating information to others clearly and precisely (Buhori, 2019). According to Mai (2011), when people say they know or are learning a language, they mean they can speak it. Thus, we must talk to convey meanings and verbally communicate messages and information to other people. Students can connect ideas or feelings with others or learn new facts through speaking. The current research examines students' perceptions of developing their speaking abilities through drama projects.

Speaking is recognized as one of the most challenging components of language learning. Many language learners experience difficulty when they are required to communicate in the target language, according to Tuan and Mal (2015). The majority of foreign language students experience this. Learning English as a foreign language poses challenges for foreign language speakers. Speaking becomes more difficult for EFL students who don't have the chance to practice their English outside of class or their target language in natural settings, as this ability involves production (Uztosum & Erten, 2014).

Speaking and self-confidence are significantly correlated. Students with strong self-confidence will speak or interact in any setting, whether inside or outside of the classroom (Syafitri, A., Yundayani, A., & Kusumajati, 2019). Most students struggle to speak English because they lack confidence in their ability to do so. When speaking, they avoid making mistakes out of fear ( Lar & Maulina, 2021). Their speaking skills consequently does not significantly improve during the teaching and learning process.

According to Gilakjani (2012), pronunciation is a set of sound-producing habits. Repeating a sound repeatedly while receiving feedback when it is said incorrectly helps develop the habit of making that sound. In contrast, Dalton describes pronunciation as the production of a signature sound used as a component of a particular language's code and to acquire meaning in the context of use in Hassan (2014, p. 32).

The way a word sounds when it is uttered is known as pronunciation. For instance, we must see the word as it is commonly spelled when reading a dictionary. Another word's spelling would then appear inside a bracket; this spelling explains how the word sounds because it is written phonetically rather than grammatically. A word's phonetic spelling tells how to pronounce it. Also, according to Huang and Radiant in Juliyanita (2012), One of the key skills in producing oral language is pronunciation, which is regarded as the fundamental ability for speaking both English and another language. Learners who speak English accurately and fluently can better understand what others are saying. In other words, having clear pronunciation can help you communicate clearly and is highly related to communication understanding.

Fluency, on the other hand, has two meanings, according to Lennon (1990). In a broader sense, fluency refers to a person's overall language proficiency. According to Karimy and Pishkar (2017), fluency significantly contributes to the perception of successful language learners since it indicates that they are proficient when fluent. Yet, in a more limited context, fluency seems to be associated with speaking naturally, or even at the rate of the target language's native speakers, without excessive pauses, hesitations, self-corrections, linguistic fillers, etc. (Lennon, 1990). Fluency in this context is mainly about mechanical abilities, like pauses, speed, and rhythm; language use, like being logical and reasoned; and judgment abilities, like the capacity to communicate effectively depending on the situation (Vigoya, 2000).

## **F. Previous Studies**

The current research intends to investigate how students' speaking skills and confidence during their drama performances. Speaking and drama assignments have been the subject of prior research on this topic. A study conducted by Nurhayati (2016) aims to describe the students' speaking practice, local drama script writing, and acting out of the drama through observation. It applies qualitative approach and collecting data from the fourth semester students of English Department at State Islamic Institute of Tulungagung-Indonesia. This study exposed that after participating in speaking exercises, watching other plays, consulting scripts based on themes, and performing drama outdoors, the majority of students report that they have improved their ability to express themselves in English. They can now use mimicry, better pronunciation, and a wider range of vocabulary. Some of them also advise aspiring teachers to perform in front of their students because doing so helps them to reduce their anxiety and enjoy themselves. In addition, the topic highlighted is similar to the one highlighted by the current research. The current research, however, focuses on how students perceive their speaking ability and confidence.

Moreover, Guliyeva (2011) conducted an essay that summarizes the findings of a study of the advantages of using drama in a university classroom that was conducted during the rehearsals. This study utilized a case study as the research method. The participant of this study consist of 26 students from the Drama Club of English Language and Literature Department of Qafqaz University. As the result, this study emphasize that drama is a good approach for teaching language, literature, and culture because it is based on student learning. In comparison to merely listening to a lecture, it is a significantly more effective teaching method. This study also believe that by having students take on the roles of people from different cultures, they can learn language more successfully while also understanding the motivations behind communication. This study matches recent studies on the usefulness of drama in language teaching. Yet, as noted in the research, this study focuses on how drama can be a transformative and

emancipatory tool for language learning. However, different from this research, the focus of the current research is on students' perceptions of how the actual condition of their speaking abilities during the drama performance.

Astiandani and Mustofa (2021) conduct a study that summarized the benefits of using drama and overviewed the problems that might arise when applying drama as a classroom technique. The research's findings indicated that unruly time management, a chaotic situation, the use of the first language (L1), and status at school were some issues that might arise during the application of drama. In this research, the issue was resolved using a problem-solving discussion method. Cross-checking and eclectically examining information from various sources was used to complete it. The discussion outcomes were then confirmed and reviewed using pertinent prior research and studies. Yet, this research assessed the issues that arose while using drama to teach speaking. The current study examines how drama performances influence participants' perceptions on their speaking skills and confidence.

The result of Nuktong's pre-experimental study (2010), which investigated the impacts of drama-based instruction on students' oral communication competence and motivation to learn English, showed a considerable improvement in both areas. The participants in this study were students in the eleventh grade at Prince of Songkla University's Demonstration School consists of 35 students in the eleventh grade during the first semester of the academic year 2010. The results also supported students' favorable perceptions of drama-based instruction. The study recommended using drama activities to improve learners' English-speaking abilities. The research was set up as a one-group experiment. The Oral Communication Ability Test and the Student Motivation Questionnaire were measured twice, at both the pre- and posttests. The focus on examining oral and speaking abilities when using drama practice is where this research and the present research have similarities. Then, the method employed is what makes this research unique; nonetheless, for the current research, the method used a qualitative case study.



Furthermore, the benefits of drama activities in enhancing English communicative abilities were examined in a further pre-experimental study by Iamsaard and Kerdpol (2015). This is an experiment study using a single group pre-posttest design since the researcher decided to evaluate how the students' speaking abilities grow and since it is a small school with similar language proficiency among its students. The findings showed that students' communicative speaking abilities improved following the survey. Additionally, the utilization of drama activities in speaking classes was well received by students. This study examines students' perceptions of drama class and the development of their speaking abilities. However, this study looked at how students perceived learning English before and after taking a drama class. Meanwhile, the current research investigates how students perceive their speaking abilities during English drama performance.

