**CHAPTER I**

**INTRODUCTION**

**1.1 Background of the problem**

During the last 10 years, the importance of foreign language learning in Asian countries has gradually increased. It can be seen the higher demand for high proficiency in English in education and business contexts, the role of English language teaching and learning becomes ever more significant. Based on the results of research in Thailand which is part of education reform, Kirkpatrick (2012) also observed that Thailand has been investing a great deal of money in education, but is still unable to produce sufficient graduates skilled in English. Baker and Jarunthawatchai (2017) and Hayes (2016) further illustrate that English proficiency among Thai students is still low in comparison with other countries in Southeast Asia despite the hard efforts made. According to the most recent Education First English Proficiency Index (EF EPI, 2019), Thailand ranked 74" out of 100 countries, having 'very low proficiency'. In addition, the English scores in the Ordinary National Education Test (O-NET is the Thai national examination) have been below 50 over the last half-decade (Imsa-ard, 2020). Such failures would seem to contradict the considerable emphasis given on English language learning in Thailand. In fact, it should be noted that the English language in Thailand is considered a foreign language, or EFL; therefore, English is treated as a subject matter rather than as a language for use in daily life. Consequently, the EFL context allows Thai students to have limited opportunities at best to use

English in their daily lives; that is to say, English is generally used only in classroom settings. For such reasons, the English proficiency of Thai students is low, and the whole field of English language learning in Thailand has come into question.

In Taiwan, there is no denying that English ability currently plays an important role in the workplace. More and more people have enrolled in English learning courses in the community colleges in Taiwan, and English is a global language that has been actively emphasized in Taiwan in recent years. Previously, the English exam included only listening, reading, and writing sections, but now an English proficiency exam, like the General English Proficiency Test (GEPT) containing oral sections, implies that EFL oral proficiency is receiving much more emphasis now than previously. Due to this case, students start to focus more on EFL speaking ability. When it comes to speaking ability, we should take language anxiety and speaking anxiety into account. Wang (2010) has shown that over 50 % of the students reported experiencing moderate or high levels of speaking anxiety, and mutual influences existed between language achievement and speaking anxiety. As mentioned above, we clearly find that speaking anxiety plays a vital part for foreign language learners.

Speaking anxiety in foreign language learning context has also attracted attention in Turkish context. In her doctoral dissertation, Aydın (in TakkaçTulgar, A, 2018) aimed to examine the sources of anxiety for EFL learners in Turkish context in speaking and writing skills. Thirty-six intermediate level learners completed the FLCAS and their anxiety levels were determined. These participants were also asked to keep diaries and one third of them were interviewed. The results showed that there were mainly three sources of anxiety for the participants: learner-related factors such as negative self-assessment, self-comparison with others and high expectations; teacher-related factors like teachers’ attitude and teaching-related factors such as making presentations and speaking in front of the class.

Teaching speaking In Indonesian, many teachers have made much effort to find good methods, strategies, techniques, media and teaching materials to make the most of it. They have tried hard to maximize every way in the teaching and learning process. However, many students still think that speaking is the most difficult skill they have to deal with. Students of high schools don’t really focus on this skill because they have to learn all integrated skills. Moreover, several EFL school teachers think that it’s not necessary to teach speaking skill separately in junior or senior high schools because it won’t be tested in either school or national exams. This implies that speaking is not considered an important skill to be learned by students of high schools. Why speaking isn’t really considered to be tested in many school exams because according to Clifford (in Santri E.P. Djahimo, 2018), it’s not easy to be objectively assessed and time-consuming. Although, According Nunan (in Santri E.P. Djahimo, 2018) speaking skill is neglected in many exams, people still believe that the ability to speak in the target language is the way to measure whether or not learners are successful in their learning process. When students come to a higher degree (i.e. English Department), they have speaking skill as a core unit and compulsory subject to be taken. In this subject, many students find it difficult to deal with their oral performance and can’t perform well.

Speaking skill is one of the main points to master English because it is required to communicate ideas, opinion and comments with other people in discussion situation, this was related to Tarigan, Fahmi, and Utami (2019) who mentioned that oral communication can improve a person's ability to respond challenges of life threats In teaching speaking process,. So that’s way the researcher will focus on speaking skill. As teacher’s jobdesk; do learning process in English, is one of the most difficultthing to do, such as interactive process in case to constructing meaning that involves producing, receiving, and processing information. Moreover, the teacher should be able to make studentsactive during the class. Hence, the teacher should choose approach, method, strategy or technique in speaking so that all students in class are active and able to participate.

Learning English means that learning language. Language should be applied orally and written. Speaking skill is one of the main points to master English because it is required to communicate ideas, opinion and comments with other people in discussion situation. As the result, the researcher will focus on speaking skill. As the role of motivation in a predictor of reading comprehension is far less studied, despite its hypothesized impact on the choices students make about how often and how much they will read (Wigfield& Guthrie, 2018).

The objective of teaching English in the elementary schools is to enable the students to describe person, place, make a conversation, and introduce them. Now, English is one of the subjects in Junior High School. The English lesson has been taught since at the first grade of Junior High School. Ideally the students can introduce themselves in English, they can describe something like person and place, or they can use English when they speak with their friends. Due to the fact in SMP Kasih Ibu, there are many students at the eighth grade cannot introduce themselves, describe something, and speak with their friends in English. Research recently find out that on literary response underscors the complicated interaction among all the member in the classroom.

Therefore, the socio drama that occure in this situation is surfaced often during peer-led learning discussion in case to understandingthe motivation according to Sudjana (2016: 62), "Learning success can be seen in the motivation shown by the students at the time of implementing teaching and learning activities". Additional, teacher should understrand the needs of each student, then the learning process can be easily catch by the student, as stated by Hardi (2020), the learning design should accommodate the needs of students in learning, especially in learning English. As thefact that exist in SMP Plus Kasih Ibu, it is not easy to encourage students to speak in English and commonly, the student often reluctant to speak when they are valve in speaking class activities.So that, to guide the students speak English in the classroom, teachers should have good and interesting techniques of teaching.

Socio drama is a learning method that invites students to play roles that emphasize solving social problems. The socio drama method is made for a specific purpose, namely so that students can appreciate and appreciate the feelings of others. The socio drama method also aims to develop a sense of responsibility in students. In addition, the socio drama method also has an influence on student learning outcomes. As stated by Somer (in Ragnarsdóttir&Thorkelsdóttir, 2012), that drama games help students retain subject matter in school in terms of their memory.

The data states in this thesis collected through observation and surveys. between the researcher and the teacher of eight gread SMP Plus Kasih Ibu, There are several reason based on teacher’s statements students are quite motivated in speaking class and such motivation relatively high across students but most students experienced some speech problems such as fear of making mistakes, lack of confidence,and lack of motivation. In short, the factors that influence students motivation to speak in group discussions is the students' interest in subject matter, student interest in the target culture language, and finally the reinforcement students receive inside/outside teaching and learning process studies that support the benefits of drama in speaking, one of which is Fluentes in Zahara (2018: 13) states that the benefits of drama help language learners with their pronunciation, acquisition of new vocabulary, fluency and by socializing with the target culture encourages interculturality. Some speaking problems also mentioned by Berman, Elis, et al. (2020) studentare inhibited or cannot freely explore their idea, have nothing to say, the low participation,and mother tongue. Not only that, in classroom interaction there also found several problemsin speaking such as students do not want to talk or say anything, students keep using theirlanguage, and students have low motivation to learn English.

This research is very potential for teaching techniques development to provide a better theoretical and practical understanding of using a mini drama in teaching learning because there are very few previous researchers who raise this problem that is associated with inhibition of the ability of students that later researcher try to find the solution by drama method which will could improve their ability in speaking.

Related to the description above, the researcher purposes to apply drama and assumed an influential and beneficial teaching strategy. As the purpose to provide opportunities for the student as a flexible method and can be well worth if the control time is set properly and regularly not only in the classroom but also outside of classroom.

**1.2 Identification of the Problems**

Based on the background previously stated, the problems of this research are identified as follows:

* + 1. The students of SMP PlusKasihIbu are lack of interest to speak with the correct pronunciation, and intonation.
    2. The students of SMP PlusKasihIbu are lack of self confidence to speak English.

**1.3 Limitation of Problem**

The focus of this research is the students' motivation in speaking English after they carry Socio Drama technique. The research explores the students' motivation from SMP PlusKasihIbu grade eight (VIII), in context of social gap that happens on students who are lack of motivation, self-confidence, and fear of making mistakes. Some students tend toavoid communication in English and some might express only brief words in conversation.especially when it comes to group discussions, the gap seems clear, where students must share and discussing material with one another. The instrument of the research will be used questionnaire and the data will be treated with SPSS and t-test.

**1.4 Formulation of the Problem**

This research will focus on student’s motivation in speaking English after they carrySocio Drama technique

* + 1. How is the students' motivation in speaking English by applying Socio Drama technique?

**1.5 Objectives of the Research**

Referring the problem, the objectives of study are concretely to the purpose of this research, as the following:

1. To investigate students' motivation at SMP PlusKasihIbuPatumbak.
2. To increase students' motivation in speaking at the second year students of SMP PlusKasihIbuPatumbak.

**1.6 Significances of the Research**

Practically, this study can help the reader to know how to increase student interest in speaking English and student motivation in case to speak in Englih. Theoriticaly, this study is expected to give some useful information for teacher, researches, and to solve the student problem firstly, as follows :

For teachers, the result of this study will give and add their knowledge and information about the weakness which the student often make and serve as feedback to improve all of teacher in teaching material as well.

For researches, students difficulties are considered to be important information to identify and to analyze the students problem in their understanding or knowing of foreign language, especially about speaking English.

For students, the result of this study will make them to know their mistakes, their weakness in their learning process of understanding about their weakness, and to improve their ability, exactly their competence.