**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 EFL/ESL Student in Speaking Skill**

EFL (English as First Language) is created for those student that fluent in speaking or writing in English and take English as their mother tongue. At the very early, learning English is done by using some media to build up student interest on learning English. As teacher uses some media and adapt the media to the local culture to support their teaching process, Pazilah et al. (2019) reports that the use of visual aids can be adapted to modern and traditional ways of teaching, which could depend on students’ preferences and the school environment. However, each teacher can determine the method to be used, which would be better if the teacher conducted a diagnostic assessment first. So, the method that will be used later is in accordance with the abilities of these students. Learning English in junior high school is powerfully predisposed by a teacher in conveying quantifiable in an agreeable and fun way to fascinate the child's interest to neediness to absorb English currently and in the prospect. Teachers are required to be intelligent to generate a class atmosphere that is renewed, enjoyable, attractive, and communicative in order to achieve a goal(Lawrence & Tar, 2018).From the context of teaching English as second language at seventh-grade students, speaking skill is seen as priority for many EFL learners in the world, Sharma (2018). Which cause many ESL student loose their comfidence, as an ESL student, the thing that they need to build up is their self motivation.

Selfmotivation is believed to be one of the psychological factors that can influence students in language learning. Self-motivation seems to have an essential role in developing students' speaking achievement. Self-motivation is students' energy that comes from inside or outside, encouraging them to do something, (Shams : 2018). Therefore, the more confidence action to practice that showed by the student could increase the skill they have, better than just read any materials or comprehension. Ahmad (2019) revealed that lack of student engagement is one of the causes of the reading comprehension problems encountered by EFL learners.Poor competency in reading comprehension influences learners’ understanding of what they read and learn.Poor reading comprehension competence affects students' understanding of what they read and learn. In addition, reading strategies, lack of motivation, and unavailability of good materials are also factors that have a negative impact on EFL learners during reading comprehension. Agung (2021) have also reported that most ESL and EFL learners experience difficulties due to limited word choices. Moreover, the lack of motivation among ESL and EFL learners to speak the target language is one of the reasons why students are unable to speak English in language classes. A number of studies have observed that motivation plays a fundamental role in speaking English

**2.2. Motivation in Learning English**

Motivation is a concept without physical reality, we cannot see motivation; we see effort, interest, attitude and desire. Based on Ihsan, M. D. (2016) Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed.Ihsan (2016) also create some suggestions:

* + - 1. Using media is very important both to increase the learners’ motivation and to give a big opportunity to learners to explore their idea.
			2. Giving more variations techniques in teaching and learning process in order do not monotonous.
			3. Creating favorable atmosphere in the classroom.

The facts above reveal that motivation to speak is essential and has been a fundamental factor in the field of learning English. According to ZoltanDornyei( inFajarMaulana et.al ,2020 ) the importance of students’ motivation to speak in his book entitled Motivational Strategies in the Language Classroom. Therefore, it is necessary to be able to identify the factors influencing students to speak in a socio drama performing in a class, in order to create an excellent situation to learn in it.

Motivation can be regarded as a tool to make students successful in English skills. In addition, motivation will drive students to improve their effort to learn English. For example, if the students have an interest in learning English skills, they will try to make themselves motivated to learn English. They will continue to study in the classroom or outside the classroom. It is supported by Hakim (2015) stating that student who has motivation will actively learn by himself. William (2011) stated that factors influencing the motivation of students are related to the motivation of the student self.

Learning strategy is explained as a learning process that should be implemented by involving teachers and students with goals that can be achieved efficiently and effectively(Fakhrurrazi, 2018). English also has an important role for communication in various fields, such as in the fields of health, business, education, science and technology. English, as a means of communication, has played an important role in get information. However, to master a skill like speaking is not easy. Motivation has become the main aspect for students to become proficient in speaking.

There are three general indices of motivation: choice, effort, and persistence. Recognize students' needs for self-determination and autonomy, and provide opportunities for choice and control. Understanding that students may be intrinsically and extrinsically motivated to learn. While it may be ideal to have a room full of intrinsically motivated students, it is understandable that students are also driven by the desire for grades, approval and other rewards. Intrinsic and extrinsic motivation exist not a single continuum, but on two separate ones, and students may often have multiple goals for the same course. Students usually direct their behavior toward activities that they value and in which they have some expectancy of success.

**2.3. Socio Drama Technique in Learning**

The application of socio drama techniques will lead to meaningful interactions in it apply a variety of social skills such as communicating with other people, listening to others in speaking and managing emotions. This study uses ethnographic methods, in which is the interaction between students during implementation of teaching speaking English through drama is observed. Teacher activities in giving freedom to students to choose drama they like, and how students integrate them culture into dramatic performances are observed. Besides,Asmarawati, P.A., et al (2014), explain that at the time, socio drama takes place and there will also be discussions and mutual questions and answers on the problems that arise is being revealed in the drama. In the discussion process, students are trained to apply social skills by learning to respect the opinions of others,accept or criticize other people as well as self-management abilities emotions. Stevia (2017) found that the student's learning outcomes through socio drama were satisfying. The implementation of the socio drama in learning conversational skills could improve students' grammar, vocabulary and pronunciation. Nehe (2018) found that the implementation of socio drama help the students to practice speaking skills a lot and help them to improve their speaking skills from aspects of pronunciation, vocabulary, grammar and fluency.

In this research can conclude that if the classroom uses socio drama technique it can be satisfying class. And there are many advantages if use socio drama technique. Such as, the students can improve their speaking skill, pronunciation, grammar, and vocabulary. And the last, socio drama technique can improve their communicating with other people, listening to others in speaking and managing emotions.

**2.3.1 Socio Drama Technique in Speaking Class**

According to Dinham& Chalk (2018) Socio dramatic play usually involves learners:

1. Developing roles
2. Creating their own storyline
3. Making up their own spoken lines (dialogues)
4. Interacting with each other and Directing each other in play

To adopt socio dramatic play in speaking class, Maimuna (2014) introduces several sequences of steps to apply this strategy in speaking class:

1. Teacher introduces socio dramatic play to the class.
2. The class then divided into several groups.
3. Teacher lets students to determine the themes and scenarios by themselves, creating the script by the students'
4. Including the dialogues, situations, issues, events and background.
5. Students practicing the role playing
6. Teacher gives corrective feedback toward errors made by students after dramatic plays done.

**2.4 The Benefits of Using Drama in the ESL/EFL Classroom**

 As an English teacher, the writer has often been amazed at how effective drama is to capture the attention of the students in the ESL/EFL classroom. Drama activities would sometimes have surprising and unexpected results. ESL/EFL professionals need to use this medium more because the artificial world of the classroom can be transformed into a quasi-real language situation and provides an endless amount of opportunities for students personal growth. We cannot only teach grammar and phonetics with drama but also it has the power to transform the actors as well as the audience. We shouldnt underestimate this powerful teaching tool to reach our students.

 This is all very relevant information concerning using drama in the ESL/EFL classroom. As Ulfa (2020) sum up the benefits of drama in language teaching as follows:

1. The acquisition of meaningful, fluent interaction in the target language;
2. The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;
3. The fully contextualized acquisition of new vocabulary and structure;

 Drama puts the teacher in the role of supporter in the learning process and
the students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the student centered classroom, every student is a potential teacher for the group. Drama class can help children develop a sense of self and better oral and elocution skill. Drama for second language learners can provide an opportunity to develop the imagination of the students. The students can go beyond the here and now and even 'walk in the shoes' of another.

 Drama gives an excellent method for studying human nature and working in harmony. The play acting provides the opportunity for a healthy release of emotion in a safe setting which can work to relieve the tension of learning in a second language.

**2.5 Implementing Socio Drama in Speaking Class**

In this research, the students will play the drama and the topic "Based on phenomena happen in daily life". The elements of drama include plot, character, dialogue, staging, and theme, as follows:

**Table 2.1**

**Elements of Drama**

|  |  |  |
| --- | --- | --- |
| **No** | **Elements of drama** | **Descriptions** |
| 1. | Plot | The plot is the story that the play narrates. |
| 2. | Character | The characters that form a part of the story are interwoven with the plot of the drama. |
| 3. | Dialogue | The story of a play is taken forward by means of dialogs. |
| 4. | Staging | Staging is a stage fixing a scene. |
| 5. | Theme  | The theme is the philosophy that forms the base of the story or a moral lesson that the characters learn. |

 In this research, Socio drama is one of technique that can be used to help counselee in expressing their feelings. And socio drama can improve their speaking skill. It can see from the elements of drama. Such as, the plot uses chronological plot. The characters are protagonist, antagonist, etc. The story is narrated to the audiences through the interaction between the play’s characters, which is in the form of dialogs. The positioning pose a character and camera so create a scene on the animation can understood and understood by the audience (Karmapati, 2020). In this research, there are 3 themes such as body shaming, friendship, and bullying. In details, performing socio drama in this research will be carried out through several staging displayed in table 2.2.

**Table 2.2**

**Stages of Drama**

|  |  |  |
| --- | --- | --- |
| **No**  | **Steps** | **Description** |
|  1. | Introducing the themes of socio drama  | Teacher introduces the themes to the students. They are body shaming, friendship, and bullying. |
|  2. | Dividing the groups  | Mention how many students in 1 group and how many theme will use in 1 group. the group consists 7 students and 1 theme in 1 group.  |
|  3. | Creating the scenario and scripts | The students prepare the scripts and scenario. |
|  4. | Monitoring  | The teacher will be monitored the students when the students make a scripts and scenario. And prepare a performing. |
|  5.  | Performing | The students display socio drama that they have made a scenario and scripts |
|  6. | Assessment  | The assessment will be taken from their socio drama performance. Their assessment criteria include pronunciation, vocabulary, and fluency. |

1. **Hypothesis**

Hypothesis of this research is:

Ho, using socio drama technique is not able enrich student motivation in speaking english.

Ha, using socio drama technique is able enrich student motivation in speaking english.

1. **Conceptual Framework**

The study will be conducted in eight grade students in SMPS KasihIbuPatumbak. The students are lack of interest to speak with the correct pronunciation, and intonation. Now, the students must try to speak english well because speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life. So, Sociodraama can use in learning process as students motivation in speaking english. The research will apply quantitative research method with the design of this research is experimental research which aims to investigate of using socio drama to increase students’ speaking skill. The conceptual framework is displayed in diagram 2.1.

**Figure 2.1 Conceptual Framework**