

CHAPTER I

INTRODUCTION

1.1 Background of the Study

These days the role of English is very important since it has been used as an international language and the language of diplomacy, commerce, science, and technology. Most people whose native language is not English and who want to succeed have prepared themselves by learning English. Learning a language means learning how to communicate effectively and appropriately in the target language. The mastery of the foreign language should be emphasized on the language skills since the skills reflect the way to communicate in the target language.

Basically, the most essential skill in communication is speaking because almost all the time people interact with others orally. According to Devine (1981:351) speech is the only general form of human communication in language. Moreover speaking comes before writing and reading in the learning of a language; also the production of spoken language is far greater than the written language (books, news papers, letters, private notes, and the like) on the part of every member of the community (Nasar, 1984:19). Therefore, teaching process must consist of activities that can prepare learners to be able to participate in actual communication. The teaching activities should be able to integrate the mastery of language knowledge and skill.

Unfortunately, the teaching-learning activities done in schools and courses tend to be emphasized on drilling and memorizing language components such as grammar, pronunciation and vocabulary. The educators neglect to conduct meaningful activities that can enable learners to apply their knowledge and skills in the actual communication.

As a language teacher, she/he cannot be separated from the aims of language teaching. The aims of language teaching influence the materials, teaching techniques, and activities that she/he develops in a classroom. Roberts (1980:224) states that a teacher approach is something which is (or should be) largely governed by the long-term aims of the course; in addition, Roberts (1980:226), quoting from Rivers (1968:7-11), also says that there are six aims of language teaching. They are:

- 1) to develop the student's intellectual powers through foreign language study,
- 2) to increase the student's personal culture through the study of the great literature and philosophy to which it is the key,
- 3) to increase the student's understanding of how language function and to bring him, through the study of foreign language, to a greater awareness of the functioning of his own language,
- 4) to teach the student to read the foreign language with comprehension, so that they may keep abreast of modern writing, research, and information,

- 5) to bring the student to a greater understanding of people across national barriers by giving him a sympathetic insight into the way of life and ways of thinking of the people who speak the language he is learning,
- 6) to provide the student with skill which will enable him to communicate orally, and to some degree in writing, with the speakers of another language, and with speakers of other nationalities who have also learned this language.

In line with the aims above, drama is the best way in language teaching, both native and foreign language teaching. To Lazar (1993:20), there are some reasons why literature, drama, is important to be used in the language classroom. First, drama is a good technique to motivate the students to perform and communicate in the language they are learning in real situation; moreover, it also encourages learners to think, not only to receive what the author writes, so the learners' imagination can be developed. Second, drama and the drama activities can be used to engage students in meaningful activities (Via, 1985:12). This statement is in line with Lazar's opinion stating that is drama in the second language classroom is concerned first and foremost with communication and problem solving that will create useful and meaningful language. Third, the language in drama is used very naturally. It means words in drama are usually adopted from real-life communication; so it can help the students apply their language knowledge in appropriate way when speaking English in a classroom activity or when speaking with another speaker of English, native or non-native. Fourth, that drama is a useful tool

for encouraging students to draw on their own personal experiences, feelings, and opinions. It helps students become involved both intellectually and emotionally in learning English.

The type or the level of students whom a teacher teaches is one of the most crucial considerations that should be taken in selecting a play. The writer has decided that the use of developing the language teaching materials from the drama extract is for teaching speaking to advanced students - those who have already acquired the language components (vocabulary, structure, pronunciation) and who are able to apply it in actual conversation. This level of students needs knowledge and many experiences of the oral skill improvisation to increase their communicative competence. Therefore the writer selects the drama extracts from *A Street Car Named Desire* to develop as the language teaching materials. This play applies the language used in daily conversation and has a topic that meets the interest of young people, particularly the advanced students. The writer then believes that the advanced students can understand this drama and that it is a good language teaching material for them. According to Moss (1986:162), drama activities can be rightly used only if they are rightly understood.

The choosing of drama material, type and topic, by teachers can also influence the success of learning process. Material is chosen on the basis of whether it is appropriate to students' interests and will stimulate a high level of personal involvement (Lazar, 1993:24). Unfortunately, only a few studies that have been done about good material in teaching English through drama;

therefore, the writer, in her study, will also write about the criteria of good material. In her research, the writer uses Tennessee Williams' *A Street Car Named Desire* as an example of a good material because the language form that is used is easy to understand. It uses the form of real-life or actual communication, so the words, terms, and phrases that are used are familiar enough to the students. Besides that, the human issues appeared in the play can also happen in real life.

1.2 Statement of the Problem

Since this study suggests Tennessee Williams' *Street Car Named Desire* as an example material for teaching speaking through drama to advanced students, the problem of this thesis can be formulated as follows:

How is *A Street Car Named Desire* used as a material to improve the oral skill of advanced students?

1.3 Objective of the Study

Derived from the above question, in general this study is planned to investigate the effectiveness using drama to teach speaking class for advanced students. More specifically, its objective is to present the technique of teaching speaking using *A Street Car Named Desire* as the language teaching material to improve advanced students' oral skill.

1.4 Significance of the Study

The writer hopes that the result of this study will be beneficial for speaking class to help the students to improve their oral skill using drama as the material.

1.5 Scope and Limitation

This study deals with the technique to improve advanced students' speaking ability using a drama script entitled *A Street Car Named Desire* by Tennessee William as the teaching material; therefore, the writer will limit her study on the discussion of speaking teaching technique and the development of language teaching material using the drama, as the main source, for advanced students.

1.6 Definition of the Key Terms

To avoid misinterpretation and misunderstanding, the writer finds it necessary to define the key terms used in this study. They are as follows:

1. Drama. It is a series of even, condition, or situation, and of dialogue between the characters. It is made of words, sights and sounds, stillness and motion, noise and silence, relationships and responses (Lazar, 1993:133).
2. Advanced student. They are students who have acquired the language component (vocabulary, structure, pronunciation) and the communicative competence, and are able to apply them in the actual

communication (Moss, 1994:161), for example the fifth semester students of the English Department of Widya Mandala.

3. Actual communication. This term means the use of language knowledge in real acts of communication (Canal, 1989:5)
4. Spoken language. It is the main means of oral communication. It is also universal, available to all members of human race (Finocchiaro, 1975:30).
5. Technique. A particular trick, stratagem, or contrivance used to accomplish an objective (Richard and Rodgers, 1986:15).

1.7 Organization of the Study

This study entitled “TENNESSEE WILLIAM’S A STREET CAR NAMED DESIRE AS THE LANGUAGE TEACHING MATERIAL FOR TEACHING SPEAKING THROUGH DRAMA TO ADVANCED STUDENTS” is developed into five chapters. The first chapter deals with the introduction. The second centers the discussion on the teaching of speaking. The third chapter discusses the theory on developing language teaching materials. The fourth chapter deals with the discussion on the technique of teaching speaking to advanced students using a drama entitled *A Street Car Named Desire* as the language teaching material. And the fifth is the conclusion and suggestion.