

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Nowadays, English is essential because it is used for international communication. It is an important language in world development because it is used as a medium for developing all social interactions (Prayoga et al., 2015; Sakinah, 2019). People are strongly encouraged to understand English. Therefore, English is one of the languages that must be studied as one of the international languages in the world. In addition to listening, reading, and writing, another evident talent is communicating verbally or speaking (Martha & Ardi, 2013). Brown & Yule (1985) said that speaking orally is the skill that will be used to judge students the most in real life. This means The most essential skill to learn when learning a foreign or second language is speaking skill (Kusuma, 2021). In this modern global era, English is used as a common medium for communication and interaction, it makes it easier for people from other countries to have interaction and communication (Leong & Ahmadi, 2017). This means that English is very important because It is a universal language that helps people from all countries communicate better. English is a bridge that will help people communicate in many situations.

Enhancing fluency in English speaking is a formidable challenge when learning English. The situation is particularly common where learners possess a shared native language and have limited or no exposure to the foreign language beyond the confines of the classroom (Pishkar et al., 2017). Besides the problem of not having enough exposure to learn to communicate in English, this can cause students to rely on their native language during their English classes, making it even harder to speak English fluently. Fluency refers to communicating ideas without overthinking the things to say or having to stop (Marfuah & Patmasari, 2020). The natural fast speed of speaking indicates fluency and only a few pauses.

The proper technique for teaching speaking can increase students' interest in speaking and attending class (Sugihartini et al., 2020). Traditional, teacher-centered methods often struggle to develop the practical communication skills required in the 21st century. Innovative, student-centered approaches are needed to enhance

engagement and provide opportunities for applied practice (Tuilan et al., 2024). One technique to replace the traditional one is the use of drama techniques. Unlike traditional methods, drama techniques engage students in meaningful ways of communication within realistic scenarios (Even, 2011). Fluency is not just about speed but also coherence, appropriateness, and adaptability, skills that drama naturally develops through role-plays, improvisations, and storytelling. Drama techniques have the same goals as communication skills, providing a unique learning approach; these techniques can expand life experiences beyond traditional stage performances (Dawoud & Hasim, 2023). As a modern teaching method, drama can put students in imaginary situations where they adopt different perspectives, improving their English speaking fluency (Shraiber & Yaroslavova, 2016). One of the Drama techniques that is good for enhancing students' foreign language fluency is Drama-based pedagogy. Drama-based pedagogy is a good way to teach because Drama-based pedagogy gets students involved in the process by using dramatic methods that involve the body, mind, and emotions (Dawson & Lee, 2023). Drama-based pedagogy creates a learning space where students not only practice the forms of language but also learn how to use language in real life.

Several studies related to the use of Drama-based pedagogy to improve students' fluency have been carried out several times (Nguyen, 2023; Ranzau & Horowitz, 2017; Chen, 2024). Research by Nguyen (2023) found that drama-based activities like role-playing, simulations, and improvisation enhance students' speaking skills. These activities improve many important aspects of speaking, such as grammar, vocabulary, pronunciation, and fluency. In addition, Drama-based pedagogy has also been carried out by Ranzau & Horowitz (2017) the result of this study is that Drama-based pedagogy effectively improves student fluency compared to conventional methods. Chen (2024) supports the idea that drama-based activities can drastically affect young learners' language competency.s. Nevertheless, the study also highlights the importance of being taught in well-structured drama courses and staffed with trained educators to ensure its benefits are maximized and that the success of drama pedagogy centers around quality implementation.

Based on the preliminary observation in SMPN 5 Singaraja, most students prefer using Bahasa Indonesian in English classes. Many students do not have the

confidence to speak in English. This means they do not have enough exposure in class to speak English. Students only rely on their native language during their English classes, making it even harder to speak English fluently. Increasing fluency among students through drama techniques has been proven, according to Kalogirou et al. (2019) and Haag (2018) that drama helps students increase their fluency in speaking English as a foreign language. Nevertheless, language researchers have not adequately investigated the improvement of Students speaking fluency through drama techniques. Instead, they studied the influence of these techniques on speaking skills holistically.

However, the need for improving fluency through drama techniques makes the selection of the proper drama text all the more critical. Another factor in facilitating a high rate of comprehension of the text is the choice of suitable texts the language level of which fits students' proficiency, keeps students engaged and presents them with an adequate level of challenge (Dodson, 2002). Beyond that, to increase student motivation and gain a deeper understanding of the language and culture, texts should aptly reflect cultural relevance as well as relatable themes (Kao & O'Neill, 1998; Mattevi, 2005). The linguistic features highlighted in the selected texts should also carry weight on learning objectives and promote fluency by developing meaningful dialogue in them (Ulas, 2008). In addition, the feasibility of classroom use is necessary, as drama activities are to be implemented (Davies, 1990). If students have not been given adequate opportunities for dialogue, their communication competence and speaking fluency may be reduced (Maley & Duff, 2005). These factors show that drama can be very useful in English language learning only if you select the right text very carefully.

Roald Dahl's works, one of which is "The Giraffe, the Pelly and Me", are important aspects in choosing drama texts for teaching English because Roald Dahl was able to convey stories excitingly, language that is easy to understand, and imaginative content. This book's whimsical narrative about a boy's adventures with unusual animal friends offers many opportunities for language learning and dramatic interpretation. Dahl's book contains natural dialogue of English that is suitable for various proficiency levels, making it adaptable to different classroom environments (Dodson, 2002). Fantastic story elements and humorous situations



provide a culturally neutral yet universally appealing theme that can motivate students and spark creativity in performances (Mattevi, 2005). The rhythmic language of the text and repeated phrases highlight certain linguistic features and improve oral skills (Ulas, 2008). In addition, the story's episodic structure and memorable characters lend themselves well to classroom dramatization, offering many opportunities for interactive dialogue and role play that can enhance students' communicative competence (Maley & Duff, 2005).

Study that discuss about Roald Dahl's drama to improve students' English fluency have never been conducted. Roald Dahl's descriptive language and creative and unique use of English can help students build their vocabulary. Unique situations and the characters in Dahl's stories introduce new words and expressions, which students can learn and apply in life. Using Roald Dahl's story as a drama to enhance Students' fluency in SMPN 5 Singaraja will help them learn English and introduce them to literature. Therefore, the study entitled "Enhancing Students' Fluency Using Drama-Based Pedagogy by Roald Dahl "The Giraffe, The Pelly, and Me" for 9th-grade Students at SMPN 5 Singaraja" needs to be conducted so that Students will be interested in learning English and literature.

## **1.2 Identification of Problem**

Engaging students and helping them become fluent speakers are challenges faced by many English as a Foreign Language programs (Padmadewi, 2022). The use of outdated teaching methods is typically blamed for the difficulty in achieving these goals; after all, many teachers find it very difficult to implement current, engagement teaching methods, such drama-based pedagogy, into their classes. This results from a lack of support and training, which forces teachers to rely on conventional approaches that disregard the variety of student requirements. (Yüce & Mirici, 2022). Furthermore, students have a tendency to feel anxious when learning how to speak English, which can critically impede their fluency. It is well documented that learners' confidence and motivation are key determinants in how well learners achieve, and in their absence, developing speaking skills becomes even more difficult.

As students progress through their academic careers, particularly during the transition to high school, their motivation to learn English tends to decline, negatively affecting their language proficiency and overall academic performance (Aldridge et al., 2021). Research indicates that relationships with teachers and mentors significantly enhance students' motivation and aspirations. Building strong connections within the classroom environment fosters a sense of belonging and support, ultimately encouraging students to engage more actively in their language learning journey. Building strong connections within the classroom environment fosters a sense of belonging and support, ultimately encouraging students to engage more actively in their language learning journey.

In my case most students at SMPN 5 Singaraja rarely use English to learn. They prefer to use Bahasa Indonesian to English because many lack confidence in speaking foreign languages. They do not have enough exposure in class to speak English. Students only rely on their native language during their English classes, making it hard for them to be fluent in English. The drama will help them because drama can put students in imaginary situations where they adopt different perspectives, improving their English fluency. By engaging in role-playing activities, students are able to master the language while fostering creativity (Utami, 2023). Moreover, these students are able to strengthen concepts of advanced thinking, cooperation, and many more which are essential in today's world. This method allows students to try new things outside of their comfort zones while creating a safe atmosphere where they can play with language without worrying about making a blunder.

### **1.3 Limitation of Study**

Considering the limited time and resources in this study, researchers specifically focused the research on the implementation of Drama-based pedagogies using “The Girrafe, The Pelly, and Me” to enhance students’ fluency in SMPN 5 Singaraja.

### **1.4 Research Questions**

Based on the background of the study above, the research questions that can be formulated are:

## 1. Can Drama-based pedagogies improve students' fluency?

### 1.5 Purpose of the Research

This research aims to determine the impact of implementing drama-based pedagogy, specifically using Roald Dahl's "The Giraffe, The Pelly, and Me," on the speaking fluency of 9<sup>th</sup>-grade students at SMPN 5 Singaraja and how this teaching affects students' ability to speak English fluently.

### 1.6 Significances of the Study

This research aims to provide theoretical and practical insights into teaching the English language and students' learning processes through Drama-based pedagogy. The author aims to contribute substantially to this field in theory and practice.

#### 1.6.1 Theoretical Significance

Theoretically, this research is expected to support theories related to the use of drama, especially in drama-based pedagogy. In addition, this study aims to provide insights and knowledge that can be useful in the future related to the use of Drama-based pedagogy to enhance student's fluency.

#### 1.6.2 Practical Significance

##### a) For students

This study is expected to help students and support their learning process, especially in English-speaking fluency. Through Drama-based pedagogy, students are expected to build their awareness of English fluency as early as possible to improve their speaking skills.

##### b) For English Teachers

This research is expected to help teachers in English teaching for students to choose learning media that are more effective for students.

##### c) For Other Researchers

This research is expected to reference the research conducted by other researchers in a similar field. This research also aims to be empirical evidence that can be useful to strengthen studies carried out by other researchers.

