

CHAPTER I

INTRODUCTION

A. Background of Study

Patmasari (2020) states that speaking is one of the important skills that must be mastered by students (p.1). A teacher has a role in guiding students to master their speaking. In this case, it requires the teachers to apply appropriate learning strategies or techniques for students, especially in improving students' speaking skills. When teaching speaking, sometimes some teachers only explain the material, and the students accept the material presented by the teachers without being able to practice and apply it in their daily life. These problems make students difficult to develop their speaking. Most students use their mother tongue or first language when speaking daily, if they want to speak in English, some students feel nervous, afraid, or worried about making mistakes, and the students would think that other people will laugh at them when they want to try to speak English. Therefore, teachers must find and teach new techniques to develop students speaking skills.

Dincer and Yesilyurt (2017) finds that there are four skills in English, such as, listening, speaking, reading and writing. Among the four skills in English mentioned above, speaking skill is one of the most complex skills to do continuously (p.2). As a result, this raises particular concerns for some researchers, and that way to make students more interested and would like to continue to improve their speaking. In

Indonesia, English learners still cannot speak English fluently even though the students have already studied English language for many years. Speaking English in front of the class is also challenging for some students. Even though the students know what they will say in front of the class, they still struggle to speak English. It can be concluded that the students are still not confident, seem shy, and do not have an internal urge to say because some students are afraid to make mistakes while speaking English. As we know, the success of teaching and learning speaking depends on the technique that teachers use in the class. If the teacher uses the appropriate technique in teaching speaking, the students will be able to improve their speaking skills easily.

Making a new technique in teaching speaking is the most important thing that has to be used by a teacher to teach the students. The skit technique is often used in English Foreign Language (EFL) classes to build students' communicative competence and oral language skills. Glasser (2017) states that the skit technique would assist the students in building their confidence in speaking and making connections with other students, so they can quickly gain students' knowledge while studying (p.109).

Speaking is the main language that must be used and mastered by someone, especially students. In speaking, there is a communication process that students need to develop to communicate when learning English. However, when learning speaking, students should be confident when they speak in English. Self-confidence can help students feel not

pressured to speak English in front of the class, not afraid to make mistakes, and want to learn from the mistakes, so the aims of communication are conveyed well.

Speaking has significantly regarded as the core element of English language learning. The success of students in learning English is often measured by how well and articulates they can express themselves orally. In the Qur'an Surah *Ar-Rahman* verses 3 and 4 (Kemenag, 2019), Allah says about the importance of speaking, as follows:

خَلَقَ الْإِنْسَانَ ۙ عَلَّمَهُ الْبَيَانَ ۙ

In this verses above discusses Allah SWT created a man and (He) who taught the humans are good at talking. The verse conveys that our speaking ability comes from Allah SWT.

In this research, the researcher examined how the implement of skit technique by English teachers can improve students' speaking skills. Accordingly, the English teacher must be able to teach the students how to speak well, and the students have to practice their speaking skills. Therefore, the students can convey something properly and correctly. This is supposed by the following Qur'an which in *Taha* verses 27 and 28 (Kemenag, 2019), Allah says, about the importance of learn speaking.

وَأَخْلَلَ عُقْدَةً مِّن لِّسَانِي ۚ ۲۷ يَفْقَهُوا قَوْلِي ۚ ۲۸

In Q.S *Taha* verse 27-28, this verses contains the matter of asking for convenience to Allah. Accordingly, it is facilitated in speech and for understanding others when they want to preach. Based on the statement in Q.S *Taha*, Prophet Moses prayed to Allah that his tongue be eloquent and free so that he could speak fluently and firmly and the listeners would easily digest and understand. Therefore, in this research, the students must to learn and practice speaking well, so the students can convey messages and exchange information with others.

In previous research from Andi Patmasari (2020) found that using skit technique in teaching speaking to students can significantly build students' speaking skills. The reasons why the researcher took this research are that the researcher want to know the teacher implement of skit technique in teaching speaking to the students and to find out the students' responses toward the implement of skit technique in teaching speaking.

Therefore, as the background described above the research aims to examine the implement of the skit technique in teaching speaking that conducted in tenth-grade students' second semester in MAN 3 Banjarmasin, there is a theatre extracurricular. With the presence of theatre, the students have familiar with drama performances. In implement skit technique, the teacher asked the students to use this technique through drama performance. In addition, this research conducted in tenth-grade

because there are narrative text subjects at the tenth-grade level, whereas, in the narrative text, there are some funny stories. Hence, the implement of the skit technique is easier to implement for the students in teaching speaking.

B. Definition of Key Term

To further add the understanding of this research, the researcher would define several terminologies related to the title of this research, as follows:

1. Skit Technique

It refers to the speaking teaching technique with short drama performance activities that contain funny and fun things. The students are expected to run the show casually, relax and be active while using English. By implementing skit technique, the students are allowed to play a certain role or character. Then, the students can improve their speaking skills by using this technique.

2. Drama Performance

It refers to a performance or show involving ideas and emotions based on drama script that contains the story of human life using conversation, gestures, costumes, and other supporting elements. Drama performances can help the students to enhance their speaking skills, especially in studying English.

3. Speaking

It refers one of the four skills that have to be mastered by the students to convey meaning well in communicating. In addition, speaking contains some activities that encourage the students to speak English and understand the meaning of the information.

C. Research Questions

Based on the background above, the questions of the research to be discussed are as follows:

1. How does the teacher implement skit technique in teaching speaking?
2. How are the students' responses toward the implement of skit technique in teaching speaking?

D. Objective of the Study

Based on the research questions above, the purpose of the research are:

1. To describe how the teacher implement skit technique in teaching speaking.
2. To find the students' responses toward the implement of skit technique in teaching speaking.

E. Significance of Study

These research findings expected to provide benefits, including the following:

1. Students

The result of this research is expected to help find the students' problems in learning speaking especially when speak English in class. In addition, with this research the students can improve their speaking skill through the implement of skit technique in teaching speaking by the English teacher.

2. English Teacher

In this research, the English teacher must implement skit technique to teach students speaking skills. By implement skit technique it can be a solution for English teacher in teach students and also can increase the learning system, especially in teaching and learning speaking.