

CHAPTER I

INTRODUCTION

A. Background

English language learning in Junior High School holds a special area in equipping students with basic language skills. Basically, language skills include listening and speaking, reading, and writing abilities, of which English is an important international language in all areas of life. The importance of learning English for junior high school students is the basis for improving mastery of English (Julanos et al., 2020). According to Dani et al. (2023) junior high school students are expected to be able to master four language skills, namely: reading, listening, speaking and writing. In learning English in junior high school, it is necessary to apply the right method to achieve the expected competencies (Ratminingsih, 2021). Given the importance of English language skills, students are expected to master the language thoroughly and optimally.

Therefore, special efforts are needed to form a proper mastery of this language, as English is a long component that determines the level of education, employment, and even the daily communication of people in the current age of globalization. In relation to that, in Indonesia English is taught starting from Junior High School as part of the compulsory curriculum. However, there are many challenges in this area, including student motivation and learning methods. Based on observations made by researchers among junior high school students, the English learning process must meet the minimum completion criteria (KKM) of 80%. There are two factors that cause low English

proficiency, namely internal factors or factors that come from within and external factors or factors that come from outside. Internal factors include health, sense of security, intellectual ability, self-confidence, motivation or desire to learn, learning maturity, gender, age, social background, learning habits, memory, and sensory ability (seeing, hearing or feeling) (Ratminingsih, 2021). In addition, there are social factors, including: family environment, school environment, and community environment and non-social factors, including: school facilities and infrastructure, learning time, home and nature (Husni & Saputri, 2023). The most common factors found in English language proficiency are learning motivation and mastery of English vocabulary.

Students who have low achievement does not guarantee that the student's ability is low, but it can be caused by low motivation (Tambunan et al., 2021). Learning motivation is the main thing in learning, because it can provide a great influence to arouse the willingness to learn (Rahman, 2022). Learning motivation is an encouragement that comes from within and outside the student who is learning to make an effort which includes elements of desire or to succeed (Tambunan et al., 2021). Encouragement of learning needs, future goals, expectations, appreciation in learning and a comfortable learning environment (Ratminingsih, 2021; Suharni, 2021). Students who do not have motivation tend not to make any effort to be able to speak English well. These problems cause students to experience difficulties in improving their English language skills, including enriching English vocabulary. Students find it difficult to find ideas and develop good communication.

Good vocabulary mastery makes it easier for students to develop good

and meaningful writing and speech (Zainuddin, 2021). In having good quality speech and writing, the use of spelling, vocabulary and sentence construction is very important to have because. The more vocabulary a person has, the more likely a person will be skilled in language (Ikhsan et al., 2023). Students who have learning motivation will be more enthusiastic in participating in English learning.

Having motivation to learn means that students are able to make an effort in improving their writing skills, both sentence structure, appropriate word selection (Sudaningsih, 2020). High learning motivation and vocabulary mastery will help students a lot in expressing ideas and choosing the right use of words and sentences in communicating in English (Agustin, 2020). Therefore, learning motivation is very important for students in learning English. Learning motivation is important in learning activities, because without motivation a person will not increase his knowledge, either orally or in writing, so students will not try to improve their ability to learn. Motivation in learning English is often a problem in itself and to improve English language skills, the first thing to do is to start from efforts to increase learning motivation (Lidia Susanti, 2020). In practice there is still English language learning using conventional learning models. This classic learning pattern focuses on the authority of the educator in learning. The traditional learning method used is by using the lecture method. This lecture learning method tends to be repetitive so that the process of teaching and learning activities feels boring with monotonous learning conditions, this makes English lessons something boring due to the lack of variety in teaching methods which results in a sense of

boredom from within students.

This problem causes students to have low interest in learning, especially in English learning. This can be seen from the results of the English assignments given by the teacher which are often collected late and even ignored. Coupled with the low ability of students to master English, which ultimately affects the decline in student interest and motivation in English subjects. Of course, in learning English, it is expected to be able to provide effective learning and in accordance with learning objectives. In this case, a teacher is required to have the ability and creativity. A teacher's creativity can be seen from his or her creative ability which is applied in the selection and use of methods.

So that solutions or alternatives are needed that can increase the effectiveness of learning, one of which is the utilization of learning media. Learning media is one of the tools that time contains in learning. 'Learning media is a communication tool used by educational subjects and students, where the communication tool functions as a means, medium, place for the preparation of learning strategies, and the senses that play a role'. Learning media helps teachers deliver material in a more interesting and interactive way, so that students feel more interested and involved in the learning process. According to Sudarsana et al. (2020) learning media are tools or physical means used to convey message or information from sources to recipients in the learning process. This means that learning media is a bridge in the process of distributing information in the form of text, images, sound, video, or others that can clarify concepts for students. According to Pakpahan & Saragih (2022)

mentioned that the theory of cognitivism developed by Jean Piaget, learning is the process of internalizing new information through prior knowledge. In this case, learning media can help students integrate new information better, because it provides a richer learning experience. For example, the use of video or interactive multimedia in English learning is able to present the context of real situations, making it easier for students to understand the meaning of words or phrases in everyday use.

Relevant to the theory of cognitivism, the use of visual and audio media in language learning is also reinforced by the theory of multimedia learning developed by Mayer (Pakpahan & Saragih, 2022). According to Mayer, 'learning that uses words and pictures is more effective than using words alone.' This emphasize the importance of using varied media to improve students' understanding of the material taught, especially in English language learning which demands an understanding of vocabulary, grammar and culture (Pakpahan & Saragih, 2022). The use of learning media in the English teaching and learning process at the junior high school level plays an important role in improving students' language acquisition. This is based on the ability of learning media to present material in a more interesting, contextual and interactive way, thus helping students more easily understand and master English. In addition to lectures, assignments, writing exercises and answering questions, interactive learning methods can be developed, such as drama.

Drama is a form of performing arts that has an important role in the culture and history of human civilization (Gustiawan et al., 2023). As a form of artistic expression, drama serves not only as entertainment, but also as a

medium to convey moral messages, depict social life, and explore the complexity of human emotions and relationships. In its history, drama has undergone a long and varied development, reflecting the social, political, and cultural dynamics of various eras and places. The history of drama began in ancient Greece, around the 5th century BC, which is known as the golden age of drama (Rachmatullah, 2020). During this time, drama mainly developed through two main forms: tragedy and comedy. During this time, drama flourished as an art form that combined poetry, music and acting, and began to be performed in increasingly popular public theatres. Shakespeare, with his profound and universal works, is considered one of the greatest dramatists of all time, whose influence continues to be felt today.

Drama then continued to evolve over time, entering the classical, romantic, and realism periods, to modern and contemporary forms. In different parts of the world, drama has also developed according to local traditions, such as Noh and Kabuki in Japan, and Wayang in Indonesia. Each culture brings its unique color and style to the art of drama, making it a reflection of a society's values and identity (Thompson, 2022).

In the modern context, drama is not only limited to the theatre stage but has also expanded to other media such as film, television, and radio. Nonetheless, the essence of drama as a tool for exploring the human condition, asking profound questions, and depicting moving stories has endured. Drama continues to serve as a rich medium for education, social reflection, and entertainment, connecting generations through timeless stories. The long history and development of drama shows how important this art has been in

shaping culture and society. From ancient Greek tragedy to modern theatre, drama has been a reflection of human complexity and an important means of understanding and living the experience of life (JAYANTINI, 2023).

In education, drama has great potential as an educational tool that can integrate cognitive, affective and psychomotor learning. Drama is not only a performing art, but also an effective means to develop various aspects of students' skills, including speaking ability. Drama provides a dynamic learning environment where students can actively participate. Through the roles and scenarios played, students are required to understand the script, memorize the dialogue, and deliver the dialogue with proper appreciation. This process involves various aspects of speaking skills, such as pronunciation, intonation, expression, as well as the courage to speak in front of others. In addition, drama as a learning method has the advantage of overcoming the psychological barriers that students often experience when learning to speak. Students who may feel awkward or embarrassed speaking in a formal setting can be more relaxed and motivated when speaking in the context of the roles they play.

Thus, drama creates a fun and interactive learning atmosphere, which naturally increases students' confidence in communicating. Furthermore, drama helps students understand and appreciate different perspectives and situations that may differ from their own experiences. This supports the development of empathy and social skills, which are important parts of character education. In the process of learning through drama, students are invited to co-operate, communicate and solve problems collectively, which are all important skills in the real world. Therefore, drama is not just a tool for

entertainment or art, but also an effective educational method to improve students' speaking skills. By integrating drama into the curriculum or extracurricular activities, schools can provide a holistic learning experience, which focuses not only on improving academic skills, but also on developing students' character and social skills (Thompson, 2022). The drama scripts for this study taken are, *Golden Touch*, *Golden Eggs*, *Patty The Milkmaid* and, *The Boy Who Cried The Wolf* which are made into 1 act of each script. The four plays were chosen because they each present unique moral values and educational messages, as well as the potential to be an interesting story for students.

This study has significant differences compared to previous studies in terms of learning media, theories used, research focus, and subjects studied. Previous research such as that conducted by Bowo & Budiati (2017) used flashcards based on Pancasila values, while research by Budiati and Susilowati (2017) applied Kahoot as a learning medium to increase student motivation and engagement in learning English. Fadilah (2023) used Quizizz to increase students' interest and motivation, while Rosmanah (2021) examined the use of Instagram as an English learning media. Some other studies also applied drama in learning, such as those conducted by Ismailia et al. (2023) and Pudjiantoro et al., (2022), but focused more on improving speaking skills rather than students' learning motivation. In addition, research by Hidayati & Fatmawati (2022) developed Powtoon animated videos as linguistic learning media, while Khotimah (2020) used flashcards to improve junior high school students' speaking skills.

The novelty of this study lies in the integration of the drama method with Universal Design for Learning (UDL) principles, designed to provide a more inclusive and effective learning experience for students with various learning needs. The main focus of this study is how drama, with the UDL approach, can improve students' speaking ability

SMPIP Assalammah, located in Ungaran, was chosen as the location or place for the implementation of the study because of the school has good facilities and English learning basis that flexible and open toward various type of media the existence of English club which supported students; activity and creativity, on the grounds that based on the results of observations or observations that have been made.

Preliminary studies conducted at SMPIP Assalammah Ungaran obtained data that students' English theory skills are quite good, indicated by test results in a varied range, but English speaking skills are still lacking. Students' motivation in learning English is variative. In general, the learning method chosen by the teacher is quite creative, but in communication practice it has not been able to increase students' interest of learning by speaking English. Even though they already have interesting learning media, however, in the extracurricular activities of the English Club which was formed as a forum for students who are interested in developing their English. in practice there it is already good but need to be maximized by the teacher to hone students' abilities, and provide a lot of variety in extracurricular activities, often activities that lack variety and repetitiveness have the potential to make students uninterested, something new is also needed, drama media was chosen by

paying attention to extracurricular activities whose competencies include reading writing speaking and listening. Based on the description above, this study is important because activity focuses on the application of drama learning media to increase student motivation which could be a positive impact to the students and considerable media for the teacher bot only in partner school but other school as well. In addition, the focus of this study is to improve English language skills in partner schools, especially on increasing student learning motivation.

B. Research Problem

Based on the above background, the following problem can be formulated: 'What is the effect of drama media learning to increase students' English learning motivation at SMP/IP Assalamah Ungaran?'

C. Research Objectives

1. General Objective

To analyze the effect of drama media learning on English learning motivation of English Club students at SMP/IP Assalamah Ungaran.

2. Specific Objective

- a. To find out the description of English learning motivation before being given drama media learning in the intervention and control groups.
- b. To find out the description of English learning motivation after being given drama media learning in the intervention and control groups.
- c. To analyze the difference in English learning motivation before and

- after being given drama media learning in the intervention group.
- d. To analyze the difference in English learning motivation before and after being given drama media learning in the control group.
 - e. To analyze the effect of drama media learning on English learning motivation of English Club students at SMP/IP Assalamah.

D. Benefits of the Research

1. For Students

Students are expected to be more interested and motivated to learn English, because they can use the language directly in a real and creative context. Students can express their ideas and feelings more clearly and confidently through dialogue and expression. Students are expected to be able to think creatively, create stories, and develop characters, which can improve critical thinking skills and imagination.

2. For Teachers

Teachers are expected to develop more creative and innovative learning methods, which can increase students' interest and learning effectiveness. Teachers have the opportunity to get closer to students, understand their needs and abilities, and build better and more personalized relationships. Teachers can be more flexible in their teaching approach and develop skills in designing and implementing engaging interactive learning, as well as improve their competence in using diverse pedagogical methods including drama.

3. For Schools

Schools are expected to implement innovative learning methods such as drama to enhance its reputation as a progressive educational institution that cares about the holistic development of students as well as creating a more fun and engaging learning atmosphere, which can improve students' overall motivation and achievement.

4. For the Researcher

Application of the drama method enabled the author to develop skills in education, communication, and group management. The author gained hands-on experience in designing and implementing creative learning methods, which can increase competence and confidence in the world of education. They can expand their professional network through interactions with teachers, students, and the school community, and strengthen social relationships that will be beneficial in the future.