THE EFFECTIVENESS OF DRAMA IN TEACHING SPEAKING SKILL: An experimental study on grade eleventh SMA Negeri 7 Mataram Academic Year 2014/2015

A THESIS

Submitted as a Partial Fulfillment of the Requirements for Sarjana Pendidikan Degree in English Department Faculty of Teacher Training and Education Mataram University

by

LINAWATI

NIM E1D109 052

ENGLISH EDUCATION PROGRAM LANGUAGE AND ART DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MATARAM UNIVERSITY

2015
APPROVAL

This article entitled “THE EFFECTIVENESS OF DRAMA IN TEACHING SPEAKING SKILL: An experimental study on grade eleventh SMA 7 Mataram in academic year 2014/2015” has been approved on January 2015.

Name : Linawati
ID : E1D109052

Approved by

First Consultant,  
(Drs. H. Sahuddin, M.A)  
NIP: 195912311998021002

Second Consultant,  
(Ahmad Zamzam M.Hum)  
NIP: 197612312008121002

Head of Language and Arts Department  
Faculty of Teacher Training and Education  
University of Mataram,  

(Dra. Siti Rohana Hariana Intiana, M.Pd)  
NIP: 196603311993032002
THE EFFECTIVENESS OF DRAMA IN TEACHING SPEAKING SKILL:
An experimental study on grade eleventh SMAN 7 Mataram academic year 2014/2015”

Linawati
English Education Department, Faculty of Teacher Training and Education
Mataram University, Jl. Majapahit No. 62 Mataram 83125
Email: watilina77@yahoo.com

ABSTRACT
This study aimed at examining the effectiveness of drama in speaking skill. Population of this study was the eleventh grade students of SMAN 7 Mataram in academic year 2014/2015, the samples of this study were taken by using cluster random sampling technique. The writer determined XI IPA5 as experimental group and XI IPA2 as control group. The writer administered oral test (pre-test and post-test) to obtain the data. The mean score of experimental group was 14.2 with the square deviation 2954, and the mean score of control group was 7.4 with the square deviation 986. The finding of the research showed that the score of experimental group was higher than control group. Than the hypothesis was examined using t-test to determine whether the effectiveness of drama in speaking skill. The result of t-test (2.63) is higher than t-table (2.39) at the confidence level .01 (99%), and t-table (1.67) at the confidence level .05 (95%). So Ho is rejected and Ha accepted. This result answered the research question that the use of drama in teaching speaking is effective.

Keywords: Speaking Skill, Drama.

ABSTRAK
Penelitian ini ditujukan untuk mengetahui keefektipan penggunaan drama dalam mengajar kemampuan berbicara. Populasi penelitian ini adalah semua siswa kelas sebelas dari SMAN 7 Mataram tahun ajaran 2014/2015, sampel dari penelitian ini menggunakan teknik cluster random, penulis menetapkan kelas XI IPA5 sebagai grup experimental dan kelas XI IPA 2 sebagai grup kontrol, penulis mengatur tes lisan (pre-test dan post-test) untuk memproleh data. Jumlah rata-rata dari grup experimental adalah 14.2 dengan kwadrat deviasi 2954, dan jumlah rata-rata dari grup kontrol adalah 7.4 dengan kwadrat deviasi 986, penemuan dari penelitian ini menunjukkan nilai dari grup experimental lebih tinggi dari nilai grup kontrol, kemudian uji hipotesis dengan menggunakan t-test untuk menentukan keefektipan drama dalam mengajar kemampuan berbicara. Hasil dari t-test (2.63) lebih tinggi dari t-table (2.39) di tingkat kepercayaan .01 (99%), dan t-table (1.67) di tingkat kepercayaan .05 (95%). Sehingga Ho ditolak dan Ha diterima. Hasil ini menjawab pertanyaan penelitian ilmiah bahwa penggunaan dari drama dalam mengajar berbicara adalah efektif.

Kata kunci: Drama, kemampuan berbicara
A. INTRODUCTION

In English learning, four skills have to be taught especially at school. They are listening, speaking, reading and writing. One of the language skills that play an important role in communication is speaking. According to Jenep (2010) there are two factors that cause low levels of student skills in speaking; external factors and internal factors. The external factors are the use of mother tongue in family environment and society. Most of the students tend to use Bahasa Indonesia in their daily communication because their friends, family members, and neighbors using Indonesia to communicate each other. The internal factors are lack of vocabulary, incapability in pronunciation, intonation, and spelling word requires in speaking skills, moreover students lack of self confidence.

Based on the observation in English classless and interview with the English teacher, there was a problem found on students' speaking skill. Students' speaking skill at class XI IPA 5 SMAN 7 Mataram in academic year 2014/2015 was categorized low. This problem caused by students is lack of vocabulary on the issue they are being talked. Based on the description above, this study concern about implementing Drama method in teaching speaking skill. So, the writer intends to conduct a study entitled “The Effectiveness of Drama in the teaching of speaking skill for Eleventh Grade of SMAN 7 Mataram in Academic Year 2014/2015”

The research question in this study Is the use of Drama effective in the teaching of speaking skill for eleventh grade of SMAN 7 Mataram in Academic Year 2014/2015?. This study limits t on the effectiveness of using Drama in teaching English speaking skill for eleventh grade of SMAN 7 Mataram in Academic Year 2014/2015. Significance of this study is expected to give valuable contributions for the students, lecturers/teachers, and further writers. (1) For students, the result of this study will lead student know their mistakes, their weakness in learning process, and may improve their ability, exactly their competence. (2) For lecturers/teachers, the result of this study will give and add their knowledge and information about the weakness which the student often make and serve as feedback to improve all of teacher in teaching material as well. (3) For further writers, this research can be used as references and comparisons in conducting a better thesis related to know the effectiveness of using drama in speaking skill. And there are two Hypothesis of this study, Ha there is significant effect of drama in teaching speaking skill, and Ho there is no significant effect of drama in teaching speaking skill.

In this study there are two definitions, the first is drama and the second is speaking skill. Drama is highly regarded as an effective and valuable teaching strategy because of its unique ability to engage reflective, constructivist and active learning in the classroom as well as enhancing oral skills development. (Bolton, 1986), Stated that drama is “a live presented in action”. Like as performances by some people to show their communication through touch, facial expression or gestures. Drama is the specific mode of fiction represented in performance. It is often combined with music and dance. Speaking skill is one of four language skills that is used to produce
meaningful utterance (Richard, 1990). Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methods. 

According to Tarigan (1990), Speaking is one of speech activity by using oral speech. It can be seen speaking is the act, art and a skill in conveying the message which produced the language to communicate as basic skill in speech. In speaking activity, both speaker and listener must be capable to express their ideas and convey the message one another. In the other words, there are two sides of communication happened in one time, so that the speaking activity is going communicatively.

There are many functions of speaking in different versions. Brown and Yule (1983) used an extended three-part version of framework. Talk as interaction; talk as transaction; and talk as performance. Each of these speech activities is quite different in terms of form and function and requires different teaching approaches. (1) Talk as interaction is what normally meant by

**B. REVIEW OF LITERATURE**

The Definition of drama according to Johnson and O’Neill (1984) stated that Drama is an art form and provides educators with a powerful instruction tool. Bolton (1986) that drama rdlike as performances by some people to show their communication through touch, facial expression or gestures. Drama is a live presented in action. Speaking, according to Brown (2004), is an interactive process of constructing meaning that involves producing and receiving and processing information. Human generally uses speaking as a means of communication in daily interaction. Richards (1990) explains speaking as an activity of interchanging information by spoken words. Through speaking, information can be transferred and interchanged between the speaker and interlocutors. Therefore, at least there are two people who are involved in the conversation in order to be able to interchange the information.

From the statement above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methods.
“conversation” and it describes the interaction that serves social function. This activity happens when people meet, and then exchange greetings, engage in small talk, recount recent experiences, because they wish you be friendly and to establish a comfortable zone of interaction with others. (2) Talk as transaction here means the situation of giving and receiving information, and on obtaining goods or services (such as in a hotel or restaurant). (3) Talk as performance refers to public talk that transmits information, before an audience, such as classroom presentations, public announcements, and speeches.

**METHODOLOGY**

This study was designed to conduct an experimental research and used quantitative research designs. This study was conducted in two classes of eleventh students at SMAN 7 Mataram. It was aimed to figure out the effect of Drama in teaching speaking.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre Test</th>
<th>Treatment</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X₂</td>
<td>T1</td>
<td>X₂</td>
</tr>
<tr>
<td>Y</td>
<td>Y₂</td>
<td>T2</td>
<td>Y₂</td>
</tr>
</tbody>
</table>

The total number of population of this study was 413 students containing thirteen classes of eleventh grade student at SMAN 7 Mataram. The samples for this study were taken by using cluster random sampling technique. Thirteen classes on eleventh grade students at SMAN 7 Mataram were selected randomly by writing thirteen different numbers on thirteen different pieces of paper and choose two pieces of paper randomly. In addition, the samples were divided in two groups, where class XI IPA 5 as an experimental group and class XI IPA 2 as a control group based on the lottery result.
Thus, the total number of sample in this study was 60.
In collecting data, the writer used oral test which consist of pre-test and post test. In the pre-test, the writer give a script of drama to students. It was given in order to know the basic speaking skill of the students. Conducting the treatment, I explained them how to speaking by using drama in experimental group and in control group. Then, in post-test, in the experimental group the writer give the students situations and the students make a simple drama in a group and performance in front of class. While in control group the writer give some picture and the students choose one picture then describe the picture in front of class. In giving score to the students, the writer used analytic scale which five aspect: pronunciation, grammar, vocabulary, fluency, and comprehension.
In analyzing the data, I used t-test in order to know the effectiveness of using drama in teaching speaking skill. Table 1 showed Computation and comparison of pre-test and post-test.

C. Finding and Discussion
This experimental research was aimed at finding out the effectiveness of drama in teaching of speaking skill for eleventh grade of SMAN 7 Mataram in academic year 2014/2015.
The experimental research was conducted for four weeks. First meeting was started on Monday 8th September and the last meeting on Wednesday 1st October 2014. In collecting the data, the writer taught in two different classes those were controlled and experimental classes.
The writer provided a pre-test and post-test, pre-test was given before the material was given and post test in the last meeting of class. The writer presents the statistical finding and analysis of data used to determine the effectiveness of drama in teaching speaking skill for eleventh grade of SMAN 7 Mataram.
classes those are controlled and experimental classes. The
writer provided a pre-test and post-test, pre-test was given before the material given and post-test in the last meeting of class. The writer conducted several meetings in teaching speaking skill. In the first meeting, the writer gave questioner about drama to the students, and gave script of drama to test speaking skill of students called pre-test. After several teaching and learning speaking by using drama were done, the student had test again, called post-test. The tests were given to get the objective data of student’s achievement in speaking skill.

After conducting the research, the writer obtained two kinds of data; the scores of pre-test and the scores of post-test. Based on data gained the minimum (MIN) pre-test score in experimental group was 55, and the maximum (MAX) score was 75. In post-test, the minimum (MIN) score of experimental group was 60, and the maximum (MAX) score was 90. The mean scores for pre-test and post-test were 65.5 and 79. Meanwhile in control group in the table students’ scores pre-test of control group minimum (MIN) pre-test score was 40 and the maximum (MAX) score was 70. And in table In post-test score, the minimum (MIN) score was 45 and the maximum (MAX) score was 65. The mean scores for pre-test and post-test were 56 and 58.9 was not found, so the writer used (df) 60 as the nearest of (df) 58 is 1, 67 for the confidence level of .05 (95%) and 2.39 for confidence level of .01 (99%).
From the comparison t-test is and t-table, it is clear that t-test is higher than t-table. It indicates that the degree of difference of the mean score is significant in both confidence level .05 (95%) and .01 (99%). So based on the criteria of hypothesis testing, it could be concluded that the Null Hypothesis (Ho) was rejected and alternative Hypothesis (Ha) was accepted. It means that the use of drama in teaching speaking is quite effective.

D. Conclusion and Suggestion

From the result of the analysis of the research, it is proven that the students' Score of speaking taught by using drama is better. Based on the data analysis in the previous data, it is concluded that there was a significant difference of speaking skill between experimental and control group and it has proven to improve students’ speaking skill significantly. Drama method was effective and was proved by the obtained score of t-test 2.63 (appendix 3) which was higher than t-table 2.39 and t-table 1, 67. It means that Ho was rejected and Ha was accepted. The mean score of experimental group was 2.63 with the square deviation 2954 and the mean score 7.4 with the square deviation 986. It approved that the experimental group was better than the control group. This result has answered the research question that the use of drama in teaching speaking is quite effective, and Problems that the students faced mostly in speaking using drama are lack of self-confidence and lack of vocabulary.

The success in teaching doesn’t depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching speaking by using drama, the writer gives some suggestion for the teacher and students as follow: For the teacher, (1) The teacher should choose the materials that are appropriate and not too difficult for the students. (2) Before assigning the drama to the students, the teacher should make sure that the students
have fully understood and have the information they need. (3) The teacher should keep control the students’ activities. (4) The teacher should present the language in an enjoyable, and relaxed. And For the students, (1) the students are hoped not to be shy in acting out their role. (2) The students are hoped to be active and creative in enriching their Vocabularies. (3) The students should take part much in acting out role drama. (4) The students should ask to the teacher if there is something that they don’t understand regarding to the drama activities.

REFERENCES


Kualitatif, dan R&D.
Bandung: Alfabeta.

Tarigan, H. Guntur. 1990.
Prinsip-Prinsip Dasar Metode Riset
Pengajaran dan
Pembelajaran Bahasa.
Bandung: Angkasa.