

The Effectiveness of Drama Script toward Student's Speaking Performance in SMPI Sabilurrosyad Malang

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Abstract

Speaking is considered as a crucial skill, because it is one of basic keys of communication. Learning speaking skill involves communicative performance and other important elements such as pronunciation, intonation, grammar, vocabulary, etc. The students of Junior High School think that speak English language is difficult to learn and complicate in expressing their ideas in English. They still look hesitate, afraid and nervous to interact with others when they are communication using English. Applying a technique that provides communicative activities and gives best situation will encourage student to have speaking practice more. Drama is a specific action to make the learning process more interesting, active and communicative. The design of the study was pre-experimental one group pre-test and post-test. For the subjects of the study, the researcher took one group or class randomly which consisted of 30 students (N=30) out of seventh grade in SMPI Sabilurrosyad Malang. The result of the paired t-test analysis demonstrated that there was significant difference in speaking ability. The students who have been taught using drama script get score higher than before.

Key words: Speaking, Drama, Learning Process.

INTRODUCTION

English is the first foreign language in Indonesia that taught in some levels in formal education in Indonesia, begin from elementary school, junior high school, and senior high school in order to prepare young generation in Industrial Revolution 4.0 era. As an International language, English is used in many things in human daily activity and of course in digital technology such as smartphone and social media.

In learning English, there are four skills that need to be mastered by students; speaking, listening, writing and reading. Writing and speaking are categorized as productive skills, while listening and reading are categorized in receptive skills. These skills has different way in learning and expressing. Speaking and writing include in productive skills because each skills are two important components of communication process.

Speaking is considered as a crucial skill because it is one of basic keys of communication. Learning speaking skill involves communicative performance and other important elements such as pronunciation, intonation, grammar, vocabulary, etc. Many people think difficult to speak fluently because they rarely practice in real-life situation. They have limited chance to practice speaking English with their friends and the people around them because only a few people who be able to mastered it. Thus, the teacher have a responsibility to prepare the pedagogy effectively in the class.

Everyone needs this skill, whatever their profession such as scientist, teacher, a business man, etc. They need speaking skill in order to take an active part in communication process and express their ideas. The succes of teaching speaking because of many factors; the teacher, the strategy and the material. Learners should develop effective communication skill to speak fluently.

The studens of Junior High School think that speak English language is difficult to learn and complicate in expressing their ideas in English. They still look hasitate, afraid and nervous to interact with others when they are communication using English. The students seemed to lazy and shy to practice speaking in English. In addition, Susilawati (2007) cities that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce the words, are potential problems that can hinder student to speak. Some factors like less

encouragement and chance from the teacher in giving the opportunities for the students' speaking practice in the class.

Applying a technique that provides communicative activities and gives best situation will encourage student to have speaking practice more. One of recommended technique is drama. Drama is a specific action to make the learning process more interesting, active and communicative. As Cheng (2007: 1) stated that interactive dramas are a language learning activity in which each student in the class take a distinct role with specific goals and then interacts with other students in the class to build alliances and complete common goals. So, it is appropriate to use drama in teaching speaking.

Based on things mentioned above and strength of drama technique, the researcher will try to make speaking activities more effective for the students in learning English by determining the techniques and strategies which are interesting to teach English in speaking. The researcher try to use *Drama Script* as a kind of techniques in teaching toward student's speaking performance and improve the students speaking skills as an effort to make the students be able to communicate in English language.

Speaking is one of the language skills which is important to be mastered when people learning a language beside listening, reading and writing. It is an oral activity when people deliver their opinion, suggestion, information even critic. Clark and Clark (1997: 223, as cited in Masrurin, 2015) state that speaking is defined as fundamental and instrumental action. Speaker talks in order to have response from the listener. They clarify things to change their state of knowledge. They ask them question in order to have information. They request things to get them to do things for them. It refers to oral and communicative competence.

According to Chaney (1998, as cited in Masrurin, 2015) speaking is the process of making and sharing meaning or purpose using verbal or non-verbal symbols, in a variety of contexts. Meanwhile Pitoy (2012: 91) defines speaking as

talking our feeling or meaning by sharing or expressing our thoughts, ideas, emotions and collected facts or data with other people. We tell someone else about our feeling or our meaning by using communication and oral activity.

Drama is an ideal way to bring skills of grammar, reading, writing, speaking, listening and pronunciation together in a course where the focus is not on form but rather fluency and meaning (Dodson, 2000). As Somasundram (2011:15) states that drama is an alternative teaching tool because it gives a context for listening and meaningful language production, forcing the learners to memorize the use of language which evidently helps on other disciplines, and subtly enhances language abilities.

Drama provides an opportunity for independent thinking (McCaslin 1996). Students are encouraged to express their own ideas and contribute to the whole. Creative drama will offer exercises in critical thinking and the chance for the students to be creative. A good example of this is role-plays in small, learners will have many situations where they can develop their own ideas as well as skills of cooperation when interacting with classmates. The group work builds social awareness and understanding as we walk in the 'shoes of another'. Drama gives an excellent method for studying human nature and working in harmony. The play acting provides the opportunity for a healthy release of emotion in a safe setting which can work to relieve the tension of learning in a second language.

The research problems on the background of this study can be formulated as follows: what extant the effect of drama script toward student's speaking performance in SMPI Sabilurrosyad Malang?

METHOD

The experimental design was applied in this research. To investigate the effectiveness of drama script toward student's speaking performance, the quantitative data is used to obtain a deep understanding. Achievement test used for the quantitative. This

research adopted a single group with one group pre-test and post-test design. The experiment conducted once a week over a period of 3 weeks. The pre-test and post-test are compared to determine if there is a significant difference.

The researcher measure students' speaking ability. This test covered some aspects of speaking like vocabulary, fluency and comprehension. For the speaking test instruction of pre-test and post-test. To minimize the subjectivity and score of student's speaking. The researcher uses scoring rubric from Brown's rating scale (2004). According to Ary et al (2002) validity is the extent to which scores on a test enable one to make meaningful interpretation. The researcher made a simple test for the junior high school. The first step was the experts measured the test to students. After two days, the experts measured the same tests to the same students. Thirdly, the experts gave score based on the scoring rubric. The last, the experts compare the first measure and second measure to determine the test validity using SPSS 22 Application.

This experimental study will use three main procedures such as 1) administering the pre-test, 2) giving treatment, 3) administering post-test. Each of 30 subjects required to compose drama script in the first meeting. The whole drama script will evaluate by researcher. During the process, the first meeting will be reviewing types of drama script. Then, the second-meeting, students will require to discussing their feedback and score from teacher. The last meeting will pre-test about drama script that the topic will determined by the researcher.

The collected data using SPSS 2.0 software. The result of post-test assessed by two raters to obtain inter-rater reliability. Then, the mean score, standard deviation and standard error of means concerning on range of language, fluency, accuracy, interaction and coherence and total scores of pre-test and post-test will calculated.

Finally, the dependent sample t-test used to compare the data from pre-test and post-test.

Then, in collecting the data, the researcher compare the t-value to determine statistical analysis to see the significance of t-observed value. The researcher will drew the conclusion if the t-value higher than the critical value at two-tailed, so the hypothesis is accepted. Here, the researcher used .05 as the level of significance.

FINDINGS AND DISCUSSION

This study compared pre-test and post-test score of speaking skill. Paired sample t-test was employed when the normality of pre-test and post-test score was normal. The result of computation score in the table 4.3. Then, this research used the significance level at 0.05. It means, when the significance level of paired sample t-test was lower than 0.05, it could be this study was significant. If the significance level of t-test was higher than 0.05, it could be called that this study did not contribute significantly on achieving students' speaking skill.

Table 4.3 Research Finding

Paired Sample Test

	Paired differences						
	T	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
						Lower	Upper
Pair 1 pre-test - post-test	-5.638	29	0.000	-9.967	1.768	-13.58	-6.35

The paired sample t-test showed in the table 4.3, the level of significance (2-tailed) of this research was 0.000. It means that the level of significance in this research lower

than 0.05. So, it indicated that the students' speaking performance of this research was significantly different.

The result of the paired t-test analysis demonstrated that was significant difference in speaking ability. This significant effect of using drama script could be checked from the table of t-test that was 0.000. it means that the level of significance in this study lower than 0.05.

The students who have taught using drama script get score higher than before. It means that the use of this study is significant affected to support teaching English speaking skill at students of Junior high school. The finding in the alternative hypothesis in this study was proven that the use of the drama script had impact and important role in speaking performance at junior high school students.

Ulas et al. (2008) showed that drama pedagogy provides authentic communicative environments for the learners, and drama activities can be used to heighten learners' speaking ability. Furthermore, Maley and Duff, (1978) and Wessels, (1987) have pointed to the values and uses of dra: 'Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning in the new language. Drama can increas self confidentce of hesitant students, because in drama activities, the students will have different role and responsibility. In more they seemed to have big confidence.

CONCLUSION

The first problem was related to the new knowledge of pronunciation. In the implementation of the actions, some students were still confused to perform their story. As a result, some of them did not want to get the first turn to do the performance. They pointed other students to performe early. Actually, they were

interested in involving in the activities but they were not confident to express their action. It was because there were some students afraid to make some mistakes of their performance. The researcher concluded that it was because of the students never known the manner of to read English words. The second problem was the limited time. In the process of the implementation, the limited time produced some obstacles that did not support the efforts in improving students' learning of speaking. The researcher and the teacher concluded that the cause of this condition was the researcher's preparation was not maximum. As a result, some of the performance were not optimal. The researcher decided to give more times in the drama activity in order to minimize the appearance of the two problems above. The right pronunciation made some students feel hard to say with their action and the limited time made some students were not optimal in conducting the activities. Those problems contributed to some obstacles for the research.

The main purpose of this study, based on the analysis of the data in the previous chapter. the finding of the reseach showed that the students got better score in speaking after treated using drama script. Learning drama script toward student's speaking performance is very useful in teaching in junior high school.

According to the conclusion above, the researcher gives some suggestions: (1) for the students, in order to have good speaking, the students should prepare their text of drama script early. In addition, reading a lot of drama script will make the perfomance be better in front of their friends. (2) for the teacher, to make the students enjoy in learning speaking process, the teacher should have an interesting way to teach and have goal. Making the good atmosphere in the class with giving motivation to the students in order to increase their speaking skill. (3) For the next researcher, the finding of this study was succeded, but the reseacher relized that this reserch was not perfect. It will be better if the next researcher can develop this study by using the other skill that make the result more perfect. It is expected to the next research to be practical for other reseach development. This suggestion is need to make this study compleate in all aspects.

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