

TEACHING SPEAKING USING DRAMA TO IMPROVE STUDENTS' SPEAKING SKILL AT SMK NEGERI 2 KARAWANG

Utami Ardyani Ananto¹, Irma Rusmiati²

¹ IKIP Siliwangi

² IKIP Siliwangi

¹utamiananto@gmail.com, ²rusmiati.ir@gmail.com

Abstract

Speaking is an important role in mastering English. However, most of the students that learn English have difficulty with it. Most of the language teachers concern about the strategy in developing students' language skill. That is why speaking has great attention among the teachers and students.. This is because speaking has important role in language learning process. In teaching speaking skill, communicative efficiency is the major goal to achieve. With the Students current skill, they should be able to make themselves understood and avoid error in understanding the message because of incorrect pronunciation, grammar or vocabulary. Therefore, teachers should have another alternative strategy to improve their students' skill by using Drama. This research used the pre experimental method because the writer would like to find out the effectiveness of another technique in language teaching learning process. The objectives of this research entitled "Teaching Speaking using Drama" is to find out whether Drama is effective in improving students speaking skill. This research used quantitative method, the populations of this research were the third grade of SMKN 2 Karawang, while the samples were 36 students as XII Administration Office III as the participants.

Keywords: Teaching Speaking, Drama, Improving Students' Speaking Skill

INTRODUCTION

English becomes the most essential language in the world. Most of countries around the world use it. English becomes very important in the work field. That is why parents think that their children should mastered English. Based on that, in the education field, one aspect of education that must be mastered is the language and technology. Language is communication, both oral and written. English has four aspects of skill that must be mastered by the learner; those are listening skill, skills of speaking, reading skills and writing skills. The four skills are interrelated with each other.

The research was conducted at third grade of SMKN 2 Karawang. In connection with the standards of competence and basic competence of third grade, speaking is one aspect of language skills which must be mastered by the student. What the writer concern is that most of the students are afraid to talk, most of the reasons are they afraid of being laugh at or suddenly forgot what they have to say, even both, another reason is nervousness because they are not used to with public speaking. That is why they prefer to listen, so unfortunately they becoming passive students.

For the third grade at SMKN 2 Karawang, at second semester, for final exam, each class must perform a drama which consists of religion, sport, language and art culture elements. This research goal is also to make them feel comfortable in public speaking and have experience in

doing drama. One of the teaching techniques which can be used in teaching speaking is Drama. Through Drama, the students will be more active in developing their structure, because they will not depend on their teacher.

Furthermore, some researchers think drama gives the students in English second language the opportunity to use language effectively. The research also shows that drama plays an effective role in language teaching. Some researchers claim that in teaching process using drama become more and more useful. Types of drama activities in language teaching have been explored by the researchers. Drama has many advantages in increasing students' enthusiasm for learning.

In a classroom a teacher must know how and have everything she/he needs in learning teaching. According to Brown (2000:15) Methodology is pedagogical practices in general (including theoretical underpinning and related research). Whatever that involved in "how to teach" are methodological. Approach, method and procedure are part of methodology, all of which go into the practice of English teaching.

Groupwork and pairwork is one of an approach in English teaching. Harmer (2001:21) stated that groupwork and pairwork seen as having many advantages and it become popular in language teaching. Groupwork is a cooperative work: the students in group discuss a topic or doing a simulation or solving a problem. In group students intend to participate equally and they can explore the language they have learned. They have greater opportunity to be independent because the teacher will not controlling them. Decisions are cooperatively arrived at, responsibilities are shared.

Speaking is part of daily activities and one of four skills that are needed to master a language. According to Scott Thornbury (2001: 89) there are several activities to promote speaking:

- a. Presentation and talks
Having real experience is excellent preparation in real life speaking; standing up in front of their colleagues and speaking for a sustained turn.
- b. Stories, jokes and anecdotes
Storytelling is one of main activities of casual conversation and a universal function of language. Anecdotes and jokes are activities based on storytelling idea.
- c. Drama, role-play and simulation
Speaking activities are involving a drama element. Learners express their imagination in language real life use. They can use English in real world like. Simulation is when learner as a student play as themselves face in a simulated situation, while role-play is learner portrays to be somebody else and drama is a general terms, involving both simulation and role-play.
- d. Discussion and debate
Debate is the best discussion in class because it triggers the learner spontaneously, either because a topic in a textbook or learner personal report that motivate the debate.
- e. Conversation and chat
Learners learn to share and discuss experience in the classroom, the teacher need to organize and trigger conversation among the learners.

Drama can be used in teaching learning process, most of the students prefer to study in group and in drama they can put their ideas or imaginations on a script and perform it like in reality. According to Gaudart (1990: 231) drama is when the students create ideas and put them together

on a scene with its own character and situations after they were given encouragement by the teacher so the scene is valuable to them and others. He also stated (Gaudart, 1990:245) drama techniques help teachers in the English learning process to organize the class that made all the students more actively.

According to Harmer (2007: 348) one of speaking activities is Drama which is acting on a script, we can ask students to plays or playscripts that they have been made by themselves; we can treat it as real 'acting'. According to Thornbury (2001: 98) drama is the more general terms, encompassing both simulation and role-play.

As Yue Hu (2001:1) cited on her seminar paper research, found that "children enjoyed learning language and develop their multiple intelligences to learn language through drama activities. Yue Hue (2011:5) also cited that drama activity combines action and entertainment for students while achieving the teaching goals.

Students in performing the story not only having fun but also learn a variety of elements, like how to pronounce English well. It is also can use in English Second language classes as an effective pedagogy (Chauhan, 2004:1).

METHOD

In this research, the writer used quantitative method because this research was instrument based question and involved data collection and statistical analysis. As pointed out by Creswell (2009: 22-23) that quantitative research is a container to test the theory objectively with the relationship variables examined first.

This Research used Pre-Experimental design because this is used only one group which was the third grade of Administration Office Three and didn't have a control group. Pre-test and Post-test as the instruments. After the Pre-test, the group was given 5 treatments using the writer's method and then the Post-test was conducted.

The population was third grade students of SMKN 2 Karawang which consists of 13 classes consisted of 520 students. The sample of the research was the third grade Office Administration III (XII AP3) that consist of 38 students but only 36 students who participated because the other 2 students were on sick leave.

This Research used Pre-test and Post-test as the instrument to collect and analysis data. The Pre-test was pictures sequence of daily routine and they were 4 pictures sequence which has different gender and daily routine and the students were randomly given one of it. Those pictures were taken from www.Dreamstime.com. After conducted the Pre-test, the group were given the treatments which consist of 5 treatments, at the end of the Research, the students were given the Post-test which were the same pictures sequence as the Pre-test. The research were conducted in 7 weeks.

The data collection technique in this research is quantitative. The data was collected through pre-test and post-test and data related to teaching and learning process of speaking in the classroom.

This research used pre-test and post-test as two sample dependent tests. To analyze the data, the writer used parametric test; descriptive statistics, which consist three steps: normality test, homogeneity test and T-test.

RESULT AND DISCUSSION

Result

Firstly in this research, the writer gave pre-test to collect data. The pre - test was conducted on 10th January 2018, the goal of pre – test is to analyze the students' speaking skill of class XII Administration Office III SMKN 2 Karawang and to obtained pre-test score data before giving them the treatments. The instruments were picture sequences; there are four series of daily activities pictures, which were collected from www.Dreamstime.com. Each student was given one of them randomly. They were assigned to tell about what they saw in the picture. The score criteria was adapted from oral proficiency scoring categories proposed by H. Douglas Brown (2000) and Suharsimi Arikunto (2005).

The post-test was given after the students received the treatments and it was conducted on 21st February 2018, the goal was to analyze the students' speaking skill of class XII Administration Office III SMKN 2 Karawang after they were given the treatments and to collect the data. The instruments were the same as the pre – test, which is picture sequences; there are four series of daily activities pictures, which were collected from www.Dreamstime.com. Each student was given one of them according to their pre – test picture sequence and they were assigned to tell about what they saw in the picture.

Based on the scores above, post – test score are higher than pre – test scores, so it can be concluded that students' speaking skill is improve. As Thornburry stated that there are several activities to promote speaking skill and one of it is drama, he stated (2001: 89) that Speaking activities are involving a drama element. Learners express their imagination in language real life use. They can use English in real world like. Simulation is when learner as a student play as themselves face in a simulated situation, while role-play is learner portrays to be somebody else and drama is a general terms, involving both simulation and role-play.

Analysis Data

After collecting data on pre – test and post – test, the writer analyzed it using SPSS. The results are:

Test of normality is a precondition for many statistical tests because normal data is a principal assumption in parametric testing. Graphically and numerically are the two main methods in assessing normality. Below is the result in normality test.

Table 1. Test of Normality of Pre-test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.168	36	.011	.943	36	.062
pretest	.171	36	.009	.925	36	.017

a. Lilliefors Significance Correction

The Criterion of normal distribution is when the probability is higher than 0.05 ($p > 0.05$), if when the probability is lower than 0.05 ($p < 0.05$), it means that it's not normally distributed. Based on the tables, the test of normality result shows that all the Sigs. both pre-test and post-test are all higher than 0.05 ($p > 0.05$), based on the test result it can resume that the distribution of both pre-test and post-test is normal.

The goal of one-way analysis of variance (ANOVA) test is to specify the statistically differences between the means of two or more independent groups. As seen below is the result of Homogeneity of variance test:

Table 2. Test of Homogeneity of Variance of Pre-test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	1.850	4	30	.145
	Based on Median	1.226	4	30	.321
	Based on Median and with adjusted df	1.226	4	22.770	.327
	Based on trimmed mean	1.710	4	30	.174

Table 3. Test of Homogeneity of Variance of Post-test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
posttest	Based on Mean	1.695	5	30	.166
	Based on Median	1.165	5	30	.349
	Based on Median and with adjusted df	1.165	5	23.542	.356
	Based on trimmed mean	1.653	5	30	.177

The Criterion of homogenous distribution is the same as normal distribution, it is when the probability is higher than 0.05 ($p > 0.05$), if when the probability is lower than 0.05 ($p < 0.05$), it means the distribution is not homogenous.

Based on the tables, the homogeneity of variance test result shows that all the Sigs. Both pre-test and post-test are all higher than 0.05 ($p > 0.05$), which means that the variables are homogeny, they have the same or equal variance. In other word, the variance of pre – test and post – test scores is equal.

Paired Sample t – Test is used to compare the means of two variables for a single group. The procedure determines the differences between the two variables value for each case and tests to find out if the average differs from zero. Firstly, it is better if we look at the details of how to perform and interpret a t - test, it is good idea for you to understand the assumptions underlying the use of t test. The assumptions are:

1. The data distribution is normal
2. The variances are equal between the groups.
3. The sample size is at least 30 cases per group).

Above, the data are fulfilling all these assumption, so the paired sample t – Test can be carried out. However, if the data not included any of these assumptions then Non-parametric tests should be used. In Non-parametric tests, it is not necessary to have specific assumptions about population distributions, variance and sample size. Below is the result of the paired sample of t – test:

Table 4. The Paired Sample of t – test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-31.611	10.103	1.684	-35.030	-28.193	-18.773	35	.000

Based on the table above, the Mean is 31,611 (with SD = 10,103) and the t – observed is -18.773 with Sig. (2-tailed) is 0,000. Here we can see that $p < 0,05$, so the null hypothesis of no difference is rejected. In other words, drama is effective in improving students' speaking skill. So, drama can be a reference for the teacher in teaching speaking. As Gaudart (1990:245) stated that drama techniques help teachers in the English learning process to organize the class that made all the students more actively.

Discussion

Based on the result, drama not only improve their speaking skill, it can be seen on pre – test and post –test result, the writer concluded that drama also made them interested in learning English, they could minimize they fear and shy to speak. They were more confident to actively speaking and had a great participation in speaking activity inside the classroom.

As Yue Hu (20011:1) cited on her seminar paper research, found that “children enjoyed learning language and develop their multiple intelligences to learn language through drama activities. Yue Hue (2011:5) also cited that drama activity combines action and entertainment for students while achieving the teaching goals.

Students in performing the story not only having fun but also learn a variety of elements, like how to pronounce English well. It is also can use in English Second language classes as an effective pedagogy (Chauhan, 2004:1).

The teacher should improve their technique or strategies to motivate the students to learn English, that learning English is fun, not boring, and minimize students' problems in speaking English such as fear to speak, lack of vocabularies to express their ideas, feeling shy when they spoke in front of their friends, scare to express their ideas through speaking, etc until all of the students active in speaking.

As Gomez (2010:31) showed that students will feel uncomfortable if the English class is uptight and monotonous. With drama activity could achieve the teaching goals because it combines action and entertainment for students.

The writer concluded that drama not only help teacher but also help the student to improve their speaking skill through enjoyable and fun learning, not feeling bored or monotonous. It can be seen on the students score on their performance of each treatment.

Based on the score at each treatment, it can be concluded that they were enthusiast in learning English using drama, they enjoy performing the drama as one of teaching learning process. They even prepared the setting and equipments that support their performance. They were not

afraid or shy to speak in front of their friends. Most of the students were more confident to speak if they were not alone, they share the same responsibility and their fear also, so it can be less nervous when they spoke in front of the class, with drama they were not only speak but act also, almost most of them were shy but since they were doing it together, it became fun for them. It showed that drama can be effective in teaching speaking and can be a reference to other teacher in teaching learning English as second language class, especially in teaching speaking

Conclusion

Drama definitely help teacher in designing teaching learning so that the classroom will not be bored or monotone and encourage students to speak more. The problem that most of the students facing is speaking. But with drama, it helps the students to speak like in real situation using English. It can be a reference to other teachers who wants to improve their students speaking skill.

Drama also can boost self-esteem, encourage participation and create confidence. With drama the students become more self-confidence to utter ideas, expressive including writing a script and performed it like in a real situation, drama is considered as an appealing learning strategy which promotes not only goal-oriented learning but also emotional intelligence skills and help students to study in group, to share the same responsibilities and difficulties.

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