Abstract

This experimental study was aimed to find out whether the implementation of drama technique could enhance the students' speaking skill at SMAN 1 Seulimum. The population of this study was the tenth grade students and the X-IPA 1 class was taken for the research sample. The design of this study was a pre-experimental study which consists of six meetings; first meeting was for pre-test, second, third, fourth, and fifth meeting were for treatments, and last meeting was for post-test. As the quantitative method, the researcher analysed the data by means of t-test. The result showed that there was significant difference on the students' speaking skill taught by using drama technique. The students' mean of pre-test's score was 51.64. Then in post-test, the mean score of the students was 63.64. In other words, drama technique was successfully enhancing speaking skill for the tenth grade of senior high school students. Therefore, the drama technique may be one of the appropriate teaching techniques for improving students' English speaking ability.

Keywords: Speaking, Teaching, Drama.

1. INTRODUCTION

Speaking is the basic skill in language learning. Speaking seems to be the most important skill of all the four skills such as listening, reading and writing because people who know a language are usually referred to as speakers of that language. The low ability of students to speak English is certainly influenced by several things such as the implementation of classroom learning activities is less varied both from teaching techniques and also the use of media relevant to the topic being learned. The lack of speaking opportunities provided by the teacher to all students is also one of the reasons.

To solve the problem, many methods can be used. One of them is drama. Drama is a method for learning second language. According to Barbu (2007) there are some principles. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and starting from something simple. The second is students are helped by getting the ideas what they are going to talk about. The third is asking students to talk about what they are able to talk about. The
fourth is providing appropriate feedback. The fifth is combining speaking with
listening and reading. The last is incorporating the teaching of speech acts in
teaching speaking.

Based on the principle above, drama has criteria as a method to teach
speaking. It encourages thinking and creativity, lets students develop and practice
new language and behavioural skill in a relatively non-threatening setting and can
create the motivation and involvement necessary for learning. According to Zyoud
(2010) drama can increase self-confidence of hesitant students, because in drama
activities, the student will have a different role and responsibility. So, it is
appropriate to use drama in improving the student’s speaking skill.

Based on the phenomena above, the writer is intended to conduct a research
about “The Effect of Drama Technique in Teaching Speaking at Senior High School
Students (An Experimental Study At SMAN 1 Seulimum Aceh Besar).

2. REVIEW OF LITERATURE

2.1 Definition of Speaking

Speaking is to say something that expresses ideas or opinions, or used when
expressing an idea that you think is exactly true (Summers 2003, p. 587). “The
speaker has to encode the message, and the listener has to decode or interpret the
message passed to him”. According to the above statement the speaker is a person
who gives the message, and the listener is a person who gets the message. Each
person involving in communication has the opportunity to become the speaker and
at the same times become the listener.

In other word, Thornbury and Slade (2006, p.25) said that speaking
generally in an unofficial form, an interactive conversation between two or more
people that occurs in real and spontaneous time has broad interpersonal functions
and those involved share symmetrical rights. They mentioned that the
characteristics of conversations and their implications, namely, (1) spoken, (2)
spontaneously in real time, (3) interactive, constructive and reciprocal contexts
occur, (4) interpersonal functioning, (5) in the form of informal, and (6) Expressing
desires, feelings, attitudes and judgments.

2.2 The Elements of Speaking

The component is what aspect influencing how well people speak English.
Speaking is a complex skill because at least it is concerned with components of
grammar, vocabulary, pronunciation, and fluency. Harmer (2001) categorized those
things in six skills, they are:

1. Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this
element is somewhat essentials to learn before practicing speaking. The
students sometimes get trouble in memorizing all vocabulary that they have
known because they lack of practicing and used them. They need to practice
more to keep them in mind.

2. Pronunciation

It is the manner of pronouncing something articulate utterance. Certainly we
all realize that pronouncing is one of speaking elements that have strong
relation with vowel and consonant, stress and intonation. It can be learned
by way imitating and repeating. Therefore, teacher of English should have a
good standard of 8 pronunciation in other that the learner can imitate their
teacher in teaching and learning process.
3. Grammar
Cook (2009) defines these types of grammar such as: Perspective grammar, traditional grammar, structural grammar and grammar as knowledge. Another definition that grammar is the study of language which deals with the forms and the structure of words (phonology) and with the customary arrangements in phrases and sentences (syntax).

4. Fluency
Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse.

5. Comprehensibility
Comprehensibility is an ability to understand, know or get the speakers' point (message) to other or partner.

6. Self-Confidence
Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question.

2.3 Functions of Speaking
Several language experts have attempted to categorize the functions of speaking in human interaction. According to Richards (2007, p. 2), the functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. Below are the explanations of the functions of speaking:

a. Talk as Interaction
Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by “conversation”. The primary intention in talk as interaction is to maintain social relationship (Richards, 2007, p. 2-3). In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often loss for words and feel difficulty in doing interaction. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b. Talk as Transaction
This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Richards (2007, p.3),

c. Talk as Performance
(Richards 2007, p.6) explains that referring to public talk or public speaking, talk transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener,
something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

2.4 Definition of Educational Drama

Educational Drama or creative drama refers to dramatic activities and games used primarily in educational settings with children. Based on definition above the researcher try to limit this drama means a form of art which provide someone to show their performance in communication, facial expression what we think and what we feel complicated with improvisation there are audience or no audience to show it.

a. Educational Drama and the Affective Filter

Drama has the potential to lower English language learners affective filter, helping them lose their inhibitions and overcome their fear, shyness and anxiety. Burke and O’Sullivan (2002) put in plain words that educational drama is an engaging activity that can increase motivation and cause students’ to be so involved in the action and forget that they are actually learning. By sharing in educational drama strategies, students’ motivation, self-esteem, the realistic appraisal of themselves and willingness to become gamblers in the game of language play a role to go beyond their absolute certainty. Studies claim that drama helps ESL students gain self-confidence and that they felt less nervous speaking English in front of the group. Most of them enjoyed the drama activities and were motivated to participate in more.

b. Educational Drama: Learning as a social activity

One of the core tenets of Vygotsky’s socio cultural theory maintains that learning occurs through interaction. Carpenter (2000) proposes that in order to provide students with: 1) varying degrees of linguistic support, 2) consensus building and interdependent group functioning and promoting the active participation; communicative (Task-based) activities should be adopted. Such activities should address the shortcomings inherent in a classroom dynamic born out of the restricted definition that communication = question & answer. Task based activities focused on the participation of each individual class member in a social setting.

c. Educational Drama: learning as a scaffolded activity

There exists a direct relationship between theatre and language learning and that implementation of drama techniques would improve vocabulary acquisition, fluency, communication, pronunciation and get rid of shyness, etc.

2.5 Teaching Educational Drama Technique to Improve Student Speaking Ability

Learning educational drama shares many of the language acquisition theories that make acquiring speaking skills easy and successful, and it also emphasizes the communication skills and meaningful input required. Also, research has shown drama to be a successful method of ESL/EFL instruction. Specifically, drama has been shown to reduce students’ anxiety, and to increase their confidence and motivation towards foreign language learning. In addition, a small body of research shows that drama is effective in improving foreign language skills; yet does not specifically address the needs of English language learners. This study uses
these frameworks as a way to add to the literature on the uses of educational drama in English language instruction.

Educational drama focuses on meaning and oral expression. This is supported by Krashen’s theory that a FL is most successfully acquired under conditions similar to those of L1 acquisition in which the focus of instruction is on meaning rather than on form and where there is plenty of opportunity to use language meaningfully. However, drama techniques go a step further because they also centre on other meaning conveyors, such as grammar structures, pronunciation and intonation. The teaching procedure of educational drama, in preparation for the lesson, the teacher selects a title of educational drama which has the same background of the Islamic students. Next, the researcher divided the students into several group which consisting of four to five student. Simple script is used to make the students easy to memorize it. No more than seven minutes is allowed for memorization. The learning is running based on the lesson plans that has made. After the scripts were memorized, the group of the students’ comes forward to perform. While another group of the students’ listen carefully and do pay attention to their friends’ performance. Then the teacher sits down and remains silent while listening and observing.

3. RESEARCH DESIGN

This study is an experimental research since it has one variable that will be manipulated and its impact are measured. According to Springer (2010, p.14), experimental research is a research that has one or more variables are manipulated and their impact on other variables are measured. In this case, the manipulated variable is known as independent variable while the affected variable is called dependent variable. The independent variable of this study was drama technique and the dependent variable was students’ speaking skill.

Furthermore Cresswell (2014, p.45) states that experimental research is a research intended to find out the impact of treatments upon the subject of a research intended by identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study. In this research, the writer wanted to find out the impact of using drama technique in teaching speaking and see the impact toward student’s speaking skill. To get the answer, an experimental research was carried out.

The model of experimental design used in this study was pre-experimental design type one group pretest-posttest design. According to Springer (2009, p.200), pre-experimental designs are designs that are based on a single group. One group is given pretest as a baseline score and then after treatment another test is given again to measure the impact of treatment.

In this research, definitely the population was all the first year students of SMAN 1 Seulimum Aceh Besar. There were three classes of the second graders. Each class consisted of 22 students. Thus, the total number of students in this study was 66 students. By considering several characteristics, class X IPA 1 was chosen as the sample of this research. The writer believed that the class complies with the requirements to be the sample. The writer found information about class X IPA 1 by observation and interviewing with the teacher. All students in class X IPA 1 had quite similar basic competence, high motivation in learning English but less mastery of the subject. The teacher at the school also informed the writer that most students
in that class were not really good at comprehending reading materials especially recount text. Therefore, the writer was interested in choosing that class.

To analyze the collected data, the writer used some steps as follows. First of all, the writer calculated the mean of pretest ($T_1$) and the mean of posttest ($T_2$). After that, the writer used T-test as suggested by Arikunto (2013, p.395) to analyze the hypothesis and to find out whether both of pre test and post test have a significant difference.

4. FINDINGS AND DISCUSSION

4.1 Result

The result of pre-test was the first test needed to find out students’ speaking skill before teaching them using Drama. The writer conducted the speaking test in order to know the initial ability of the students. There were five speaking criteria that the writer assessed during the individual speaking test. The data of pre-test score can be seen in the figure 4.1 below:

![The Result of Pre-Test](image.png)

**Figure 4.1 The result of pre-test**

From the chart shown in the previous page, it can be seen that X axis refers to the number of students and Y axis refers to the scale on the students speaking sub skills namely pronunciation, grammar, vocabulary, fluency, and comprehension. In the pronunciation, none of students got 1, 12 students got 2, 7 students got 3 and 3 students got 4. In the grammar, none of students obtained 1, 13 students obtained 2, 6 students obtained 3, and 3 students obtained 4. In vocabulary, still none of them received 1, 10 students received 2, 6 students received 3, and also 3 students received 4. In fluency, there were 5 students got 1, 10 students got 2, 6 students got 3, and only 1 student got 4. Last in comprehension, there was 1 student reached 1, 9 students reached 9, 7 students reached 3, and 5 students reached 4.

From the chart, it can be said that the students’ speaking ability was far from expectation. There were some students still obtained the score of 1 for fluency and comprehension, and few students could reach the highest score of 4.
Post-test is the final test to measure students’ speaking skill and to see the improvement after giving Drama in their speaking class. The writer gave the post-test in order to see the impact of Drama on their speaking skill. The data of post-test score can be seen in the figure 4.2 on the next page.

**Figure 4.2 The result of post-test**

From the chart above, it can be seen that there was an improvement on the students’ speaking ability. The first indicator of success is that nobody got score one in all sub skills of speaking, few students received two and most of them reached three and four. For more detail, the writer explains the score for speaking sub skill as follow:

In the pronunciation, none of students got 1, 2 students got 2, 11 students got 3 and 9 students got 4. In the grammar, none of students got 1, 2 students obtained 2, 11 students obtained 3, and 9 students obtained 4. In vocabulary, none of them received 1, 2 students received 2, 10 students received 3, and 10 students received 4. In fluency, none of students got 1, 7 students got 2, 10 students got 3, and 5 student got 4. Last in comprehension, none of student reached 1 and 2, 12 students reached 3, and 10 students reached 4.

The score of pre-test and post-test are combined in one chart, the figure 4.3 below shows the difference between pre-test and post-test score clearly.

**Figure 4.3 The comparison between pre-test and post-test**
Based on the figure 4.3, it can be clearly seen that each student had different pre-test and post-test score. All students had better post-test score compared to their pre-test score. There are only four students who get the highest score in post-test; student 3, student 5, student 7, and student 10. Student 3 has a significant improvement as he got 72 of pre-test score while the other three students got the same pre-test score; 76.

It shows that the student 4 had lowest pre-test score, it was only 32, but he had a significant improvement in the post-test score where he get 48. Although it is still low compare to other students, somehow he can still enhance the score. Thus, it can be concluded that all the students’ post-test score was better compared to their pre-test score. It showed that the implementation of Drama in teaching speaking play a significant impact for students’ speaking skill.

4.2 Discussion

Having analysed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 6.741. It means that there is a significant improvement in teaching speaking by using Drama. Drama technique has played a proper role in helping students improve their speaking ability. After drama being implemented in classroom, the students has improve some aspect of speaking such as accuracy, pronunciation and even vocabulary mastery. All those aspects are considered as language factor. Besides that, drama do not only help students improve their language factors of speaking but also non-language factor; students are no longer shy to speak English front the class. Most of them are brave and are not afraid of making mistake while practicing English in front of the class. It indicates that Drama work properly in speaking class.

From the calculation, the value of the t observation \((t_0)\) is 6.741 the degree of freedom \((df)\) is 21 (obtained from N-1) = \(22-1+21\). The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen the \(df\) 21 and the degree of significance of 5% and 1% the value of degree of significance are 2.080 and 2.831. If compared with each value of the degree of significance, the result is 2.080 < 6.741 > 2.831. According to Sudijono (2007), if the result of calculation \(t_0\) (t-observation) is higher than \(t_c\) (t-table), \(t_0 > t_c\); the null hypothesis \((H_0)\) is rejected. If the result of calculation\(t_0\) (t-observation) is lower than \(t_c\); the null hypothesis is accepted. Since the scores obtained from the result of calculating, the alternative hypothesis \((H_a)\) is accepted and the null hypothesis \((H_0)\) is rejected. In other words, the writer hypothesis is accepted. It means that there is a significant difference between students’ speaking skill using Drama.

Based on the result of data analysis, it is proven that the students’ speaking skill taught by using drama has improved because drama can assist the students to learn particularly. Students were able to deliver the dialogues clearly as they need to convey the message of the story. Drama helped students explore themselves and it was needed in learning. It means that the use of drama in teaching speaking can enhance students’ speaking skill. Moreover, another reason based on students’ are found of that using drama in speaking class because it is interesting and enjoyable. The reason leads to better attention in learning and stimulates students to be more active in speaking. Learning material used was short drama prepared by the writer. Generally, there is not much different teaching English by using drama as material or by using other material. However, students were more excited in acting since they can be creative in delivering ideas they have in minds.
The writer kept asking them question related to the topic so that they were active in speaking and could share their opinion. When monitoring the students speaking practice, the writer made a note about the mispronunciation, difficult vocabularies or wrong grammar that the students made. The students did not have much difficulty in vocabulary because they were allowed to see the difficult vocabularies on their dictionary or asked to the writer or their friends.

The learning process covers the students’ activities and the student’s performance during drama as a technique in speaking class. While the teaching learning occurred, the writer observed the students’ activities based on the observation sheet. There were six activities in the students’ activities. When the writer brainstormed about the material, not all students responded to the topic enthusiastically. Some of them still kept talking with their friend.

There were three activities that the students had to do. They were giving responses to the lesson when the writer explains, answering the writer’s questions, following the writer’s instruction. When the writer started explaining the story, there were some students who gave response to the writer’s explanation.

In this last activity, there were only a few students who responded to the writer’s questions enthusiastically. Some of them answered the writer’s question with low voice as they were shy or afraid of making mistakes. Some students showed their improvement in English speaking ability. It means that drama as a technique was effective to improve students’ speaking ability. The purpose of using Drama is not only to improve students’ speaking ability, but also to build the characteristics of the students to be active, cooperative, confident, trustworthiness, hard working to practice in group, respect and responsibility in the teaching and learning process.

5. CONCLUSION AND SUGGESTION

From the result of analysis of the research, it is proven that the students’ speaking ability taught by mean of using drama was positively improved. The result proved that the research question fairly answered. The implementation of drama in speaking class makes the learning activity become more interesting and enjoyable. Through drama, the students can freely express themselves in speaking practice. In addition, it is fun and students know that enjoyment leads to better learning. Drama makes the students more motivated in learning and easier to grasp the lesson.

6. REFERENCES

The Effect of Drama Technique in Teaching Speaking at Senior High School Students by Armia, Asnawi, Chairina