

THE EFFECTIVENESS OF DRAMA STRATEGY TO ENHANCE STUDENTS' SPEAKING SKILL

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Abstract : This article aims at knowing the effectiveness of using English drama to enhance students' speaking skill in tenth grade students at NU PAKIS Senior High School Malang. The participants of this study consist of 60 students. This study used quasi experimental research design. The researcher used a speaking test as the instrument to collect the data. There are pre-test and post- test. The data was analyzed using Mann Whitney U test to find out any significant differences between experimental and control group in terms of speaking performance. The findings showed that there were some significant differences between students who are treated by English drama and students who are treated by group presentation on students' speaking skill in tenth grade Senior High School students at NU PAKIS Senior High School Malang. English drama strategy gave significant contribution to enhance the students' speaking skill and the English drama strategy could be an effective method to teach speaking.

Key Words : English Drama Strategy, Group Presentation, Speaking

INTRODUCTION

Speaking is known to be a very valuable ability and it is one of the important keys of conversation. By mastering speaking skill, we can connect, articulate thoughts, purpose, and convince others. Huan (2017:91) states that speaking is also one of the language arts that is most frequently used by people all over the world. When anyone speaks, he or she communicates and uses words to communicate his or her opinions, emotions and perceptions. He or she frequently exchanges knowledge with others by correspondence.

Alasmari & Alshae (2020) stated that using the use of drama as a teaching technique is not a new thought. Drama and theater have been used successfully for learning. Eminent thinkers such as Plato and Aristotle promoted drama as a teaching method. However, they

also suggest that educators should differentiate between performance activities that are used to encourage learning and those that are not.

There are many students who have difficulties in English speaking skill of speaking aspects: grammar, pronunciation (accent), vocabulary, fluency and comprehension (Brown, 2003). Most of students are unable to be master the aspect above because they think it's so hard to be learned in speaking English. So, that was made the students are unable to speak English fluently and accurately.

Fluent means that you can express a language quickly and properly. Depend on Prendiville & Redondo as cited in Diniarty, Sutapa, & Bunau (2018) , there are two main types of classroom drama that have evolved: 'living through drama,' in which students experience events in real time, and 'episodic drama,' or drama based on strategy,' in which the teacher guides the class in generating situations and events using specific techniques or strategies, and where the timeline is much more shattered.

Therefore, the researcher wants to conduct a research to know the effectiveness of drama strategy to enhance students' speaking skill. The hypothesis of this study is : “Is there any significant different of speaking performance between students who were taught by drama strategy and students who were taught by group presentation?”. Based on the resarch problem, the purpose of this study is to investigate the effectiveness of English drama to improve students' speaking skill.

The purpose of this study are in theoretically, the results would include different insights and knowledge of theoretical understanding related to the effect of using English drama on students' speaking skill. Practically, the use of English drama is to help students to enhance their ability in speaking.

In the other hand, there are some limitations of this study. First, this research is limited because the scoring rubric is only focuses on the assessment of speaking. Next, this research only had four meetings that comprised two meetings for tests and two meetings for treatments which need more meetings. It is hard to conduct the research when there are some restrictions on activities in the classroom during the Covid-19 pandemic.

This research was conducted in NU PAKIS Senior High School, in which located in H. Mustofa Street No. 108, Tegal Pasangan, Pakis Kembar, Kec. Pakis, Kab. Malang,

Discussion of this research focuses on the narrative text type of drama, especially the folk-tale drama.

METHOD

The researcher used quantitative research in the form of experiment as research design. Quantitative research was performed when the data deals with a numerical or that can be converted into numbers. According to Abraham & McDonald (2011), quasi-experimental research is similar to experimental research in that there is manipulation of an independent variable. It differs from experimental research because either there is no control group, no random selection, no random assignment, and/or no active manipulation.

In this study, the researcher used experimental design in which there were a control group and an experimental group. The researcher used two different treatment for each group. The control group taught by using group presentation and the experimental group taught by using narrative drama strategy.

The subject in this study was the tenth grade students of NU PAKIS Senior High School. There were 5 classes in the tenth grade of NU PAKIS Senior High School with the total students of each class was 30 students. The English teacher at NU PAKIS Senior High School chose the sample for this study, which consisted of two groups. The researcher did not have any background knowledge about the students, so the teacher who taught in those classes informed to the researcher about the last score of both groups and also conducted the pre-test as homogeneous test, in order to know the equivalent between both classes. This study's sample was drawn from the classes of X IPA 1 and X IPA 2. X IPA 1 had 30 students and X IPA 2 had 30 students, for a total of 60 students who took part in this study. The subjects could not be randomly assigned, so the researcher used a coin to determine the experimental and control group.

In this study, the data collected through one instrument that was a test, include pre-test and post-test. There are five criteria of analytical scoring that covering the aspect of pronunciation, grammar, vocabulary, fluency, and comprehension that the researcher adapted the scoring rubric from Harris as cited by Brown (2011).

There are some teaching procedures used by the researcher. The researcher conduct the research in four meetings for each group. The followings are the teaching steps : Opening Activity is the first phase of a lesson structure. Generally, it is the first 3-15 minutes of the

lesson when researcher start to interact with students and the commencement of the first major activity. It plays a significant role in the lesson as it could determine whether learning would occur. Whilst Activity is a core teaching conducted by the researcher include treatments for experimental and control group. Post Activity is an action used to measured students' ability after doing the whilst activity.

The first phase in this research was a speaking test for the experimental and control groups, with a Narrative text test employed in the pre-test and post-test. As a pre-test, the speaking test was given to all students in both the experimental and control groups. The researcher requested each student to explain their own vacation experience in front of the class. The goal was to assess students' abilities before administering treatment.

The second phase was a treatment. During this step, the researcher taught each group a different treatment; the experimental group was taught by English drama technique, while the control group was taught by group presentation. Whereas, the post-test was given to all of the students for the experimental and control group after treatment, the purpose was to measure the effectiveness of the strategy or method that is implemented to both of groups.

The experimental group in this study were taught using an English drama technique. The researcher instructed the students to form small groups of five to six people. The researcher then handed out drama scripts and asked them to perform in front of the class. The students in the control group were taught in a group presentation. The researcher requested that the students form a small group. Each group had five to six people in it. The researcher then asked the students to discuss the narrative text drama that the researcher had chosen. After that, the researcher asked the student to provide an oral presentation of their work on the topic, setting, character, and moral value.

The third phase was analyzing the data and drawing a conclusion. The data in this study was analyzed by using Mann Whitney U-Test. According to Sundjaja, Shrestha & Krishan (2021), Mann Whitney *U* test or Wilcoxon Rank-Sum test is an analog of the parametric Student's t-test. It compares the means between two independent groups with the assumption that the data is not in a normal distribution. All the results are shows in the form of table.

FINDINGS AND DISCUSSIONS

In this part the researcher discussed the findings and discussions of the study based on the research that has been done. It covered the result of post test for both groups, the effect of drama strategy, and also strenght and weaknesses.

The researcher administered the post-test to both the experimental and control groups in order to determine the after treatment differences in speaking proficiency. The test was an oral test about a narrative text, but the researcher assessed the treatment of both groups. X IPA 1 as the experimental group, which was taught using English drama, and X IPA 2 as the control group, which was taught using group presentations. The Analytical Scoring rubric developed by Harris as cited in Brown (2011: 27), covered aspects of pronunciation, grammar, fluency, vocabulary, and comprehension. This scoring rubric was used by the researcher since it was widely used by other studies in the field of speaking, and the researcher was interested in analyzing speaking skills. To compare the mean of two classes, the researcher calculated the post-test score for both the experimental and control groups. The result of post-test score of the experimental and the control group can be figured as follow:

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
EXPERIMENTAL GROUP (X IPA1)	30	56	80	69.07	6.074
CONTROL GROUP (X IPA 2)	30	48	80	61.67	9.785
Valid N (listwise)	60				

At class X IPA 1 or the experimental group, the mean score was 69.07 and 6.074 was the standard deviation. In contrast, the result of X IPA 2 or the control group revealed a mean score of 61.67 with 9.785 as the standard deviation.

As stated in the results, the Mann Whitney U test has a significant value of 0.003 or less than 0.05. So, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It can be concluded that English drama had significant effect in student's speaking skill rather than using group presentation. English drama technique made a considerable contribution to the students' speaking ability. Because English drama required the students to work in a team, they actively participated and were more interested in the learning process.

The researcher also claims that students who are educated using drama techniques perform better in public speaking than those who are not. The researcher believes that using English drama to learn to speak is an effective strategy to use. In line with the findings of this study, Effendi (2015), who did a similar research on the influence of drama strategy on students' speaking ability, argues that drama technique assisted students in improving their speaking ability. The experimental group treated with English drama improved their speaking abilities the most, according to the findings of this study.

The current study's findings are also similar to the findings of Parviz (2013). The purpose of his research was to examine the effect of dramatized teaching on the speaking ability of Imam Ali University students. The scores were analyzed using an independent sample T-test. The research revealed a statistically significant difference in the performance of the two groups. The experimental group dominating the control group in the speaking post test.

At last, the study's findings revealed that students had positive opinions toward the use of drama activities in a speaking class, and that the use of drama role plays can improve oral skills and increase confidence in speaking English. The current study supported the conclusions of Huan's (2017) research. According to the study, drama-based role play has a good impact on students' speaking performance, particularly in terms of interactive communication.

In the other hand, this study also has some strengths and weaknesses, particularly when it comes to using English drama in the classroom. The use of drama in English language schools through acting not only boosts students' self-esteem and confidence, but it also reduces their fear of public speaking. Drama also gives students a sense of comfort, trust, and attention. Playing out a narrative helps students break through language barriers and feel the real meaning of the words they are learning while also exposing them to varied language registers and uses and also allowing them to gain a deeper and more meaningful perspective. However, just a couple of members took part, while the other was new and seemed uninterested. Students who were uninterested in engaging in group performances were afraid of making mistakes and felt self-conscious about performing in front of their classmates.

Finally, the use of English drama is significantly effective to enhance students' speaking skills. Student becomes an active participant in the learning process.

CONCLUSIONS AND SUGGESTIONS

The purpose of this study was to investigate the efficacy of employing English drama on students' speaking skills at NU PAKIS Senior High School tenth grade students. The researcher obtained data from the mean post-test score on students' speaking ability in both the experimental and control groups. The mean post-test score in the experimental group was found to be 69.07 and 61.67 in the control group, indicating that students who were taught using English drama performed better in speaking than students who were taught using group presentation.

Based on the findings of the study, it is possible to infer that English drama is a very effective way to improve students' speaking skills since it allows them to work together productively. As a result, each student becomes an active participant in the learning process. English drama also brings the classroom setting to life by making the students feel entertained.

The suggestion for the teacher, they should try to integrate English drama into the speaking lesson because it has been proved by the researcher that using drama strategy can improve students' speaking ability. It is also entertains them in learning English. In order for the students to be able to follow the lesson, the teacher should provide more interesting stories in the form of a drama script. The teacher should pay extra attention to students who have difficulty communicating, such as providing feedback after they speak and also give them some motivations.

For future researcher, the researcher gave several suggestions. First, because the treatment only conducted once so the result of the study is weak. In that case, to get the optimal effect, the future researcher is suggested to conduct the treatment more than once to get the students' speaking scores. Next, it will be better if future researcher can motivate the students' who are introvert or not interested to participate in the drama activity. Last, based on the result, the scores obtained are only from the students' speaking assessment, so future researchers are suggested to assess the components of the drama shown by the students.

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