

Improving Students' Speaking Skill through Drama Technique

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Abstract

There are some problems in SMA Muhammadiyah 24 in speaking skill, one of which is students are still shy and not confident in speaking English. So, from this problem the researcher is interested in using the title "*improving students' speaking skill through drama technique*". The objective of this research is to improve the English speaking skill of the eleventh grade students of SMA 24 Muhammadiyah Grogol Jakarta in the academic year of 2018/2019 through the drama technique. The purpose of research is to knowing students' speaking skill of language English at SMA Muhammadiyah 24. The technique of the research is Classroom Action Research (CAR). The research was conducted in three cycles. The scheme is a series of system such as : planning, action, observation, and reflection. The data were obtained through observations, interview, pre-test and post-test scores. The result there was a significant improvement the cycle 1 mean (64,1), cycle 2 mean (68,5) and cycle 3 mean (78,3). The conclusion is that by using drama technique, it can increase and improve the students' ability in speaking.

Keywords: speaking skill, drama technique, and action research.

Introduction

According to Caine (2008) in this era of Globalization, English language is important for our lives. English language is also as international language, so every country in this world studies English for developing human resources to master it. English is as one of foreign languages which are taught in educational institutions. One of them is Senior High School. English is the compulsory subject at Senior High School.

English is not the first language in our country. But, a foreign language. Students sometimes did not the meaning of the words in text, they can't speak English in daily activity, they can't answer the questions of English test, etc. Those problems are the obstacle for English teacher to develop the competency of the students. So, English teacher must use the best way to create the students enjoy in learning English, such as studying speaking skills by using the creative technique.

The difficulties in studying English have created the students passiveness when they studied English subject in their class. From some problems in SMA Muhammadiyah 24 in speaking skill, one of which is students are still shy and not confident in speaking English. So, from this problem the researcher is interested in using the title "*improving students' speaking skill through drama technique*"

According to Brown (1994) defines: Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Chaney as quoted by Aziz (2015) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is maybe the most important and interesting component of any language. It represents the most natural and common form of communication among humans. The researcher concludes that speaking skills is productive skill that can be used by the students to communicate in the enviromental and social.

Whiteson, V. (1996) say that Drama develops imagination and story-telling, which contribute to more detail in creative writing. Drama is an imitation of life. Drama is different from other forms of literature because of its unique characteristics. It is read, but basically, it is composed to be performed, so the ultimate aim of dramatic composition is for it to be presented on stage before an audience. The researcher concludes that drama technique is the way of teaching by serving a related purpose as a teaching tool, using to help children explore factual knowledge and concepts in other subject areas and to "try on" social experiences they are likely to encounter in real life.

The purpose of research is to knowing students' speaking skill of language English at SMA Muhammadiyah 24.

Research Methods

The method of this research is a classroom action research. The researcher passed some procedures during conducting this research. It is as stated by Kemmis and Mc Taggart, (in Burns, 1999: 32) that the procedure of each step in this research is as follows:

1. Identify a problem area

In this research, the problems were identified by using four techniques; they were: (a) Pre observation, to know the model of classroom management and students' behavior; (b) Interviewing the teacher and the students, to know problems faced by the teacher and the students and to know problem of English in teaching learning process faced by the students; (c) Pretest, to know how far their speaking skill

2. Planning the actions

The researcher made some plans before conducting this research, they were: (a) choosing the topic or the material of the research; (b) Designing lesson plan in every meeting; (c) Preparing for teaching-aids; (d) Preparing for students' worksheet; (e) Preparing for worksheets observation; (f) Preparing for posttest.

3. Implementation the action

There were three cycles and every cycle consisted of one meetings. Every meeting there were three types of activities; opening, main activities and closing.

4. Observing

The collaborator observes the teaching process of learning Speaking Skill using Drama Technique.

5. Reflecting the result of the observation

The researcher evaluated the process and the result of implementation of the drama technique. This evaluation was evaluated after finishing first cycle that purposed to know the strength and the weakness.

In this classroom action research, the researcher sources of data from the eleventh grade Students of SMA Muhammadiyah Jakarta First Semester Academic Year 2018/2019, English teacher of the eleventh grade Students of SMA Muhammadiyah 24 Jakarta First Semester Academic Year 2018/2019 and collaborator, and library. The researcher used a sample of eleventh grade students at SMA Muhammadiyah 24 Jakarta. Data collection techniques in this research

are: Speaking Test for the students, Observation checklist, Interview. Technique of Data Analysis, they are:

1. Data Reduction

Data reduction means sorting of word, choose things that are basic, focusing on things that are important, look for themes and patterns.

2. Data Description

Data description refers to how the results the explanation from research studies are organized, summarized, and characterized statistically.

3. Data Verification

Data Verification is a process in which different types of data are checked for accuracy.

Result And Discussion

This research consisted of three cycles, and every cycle consisted of one meeting; one meetings for implementing the actions and one meeting for assessing the students' speaking skill. On first meeting in cycle 1, the students from groups each group consists of six people and the researcher give a short drama text with the drama title and students learn the drama, after that the group display the drama in front of the class.

The implementation of cycle 2, with the same group, the researcher only give title and the group must make a short text drama, after completion the group must learn it and the group display the drama in front of the class.

The implementation of cycle 3, the researcher only gives instructions that group to make a short title and drama text, after completion the group must learn it and the group display the drama in front of the class.

The researcher assessed the students' speaking skill used the scoring rubric from Brown Douglas. He scales the criteria of speaking testing into five categories; Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. And more detail information is presented below:

English Speaking Test Evaluation			
Name: -----			
Class :-----			
No :-----			
Category	Level	Criteria	Score
Grammar	I	Poor : Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	
	II	Average : Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar	
	III	Good : Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy	

	IV	Very good : Errors in grammar are quite rare. Speaker is able to use the language accurately.	
	V	Excellent : Equivalent to that of an educated native speaker.	
Vocabulary	I	Poor : Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	
	II	Average : Speaker has sufficient speaking vocabulary to express thing simply with some circumlocutions.	
	III	Good : Speaker vocabulary is broad enough that he rarely has grope for a word.	
	IV	Very good : Speaker has a high degree of precision of vocabulary.	
	V	Excellent: Speech on all levels is fully accepted by aducated native speaker in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	
Comprehension	I	Poor : Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	
	II	Average : Speaker can get the gist of most conversation of easy topics (topics that require no specialized knowledge)	
	III	Good : speaker's comprehension is quite complete at a normal rate of speech.	
	IV	Very good : Speaker can understand any conversation within the range of his experience.	
	V	Excellent : Equivalent to that of an educated native speaker.	
Fluency	I	Poor : Speech is halting, very low, and fragmentary that conversation is probably impossible.	
	II	Average : Speech is frequently hesitant and jerky; some sentences may be left uncompleted.	
	III	Good : Speech is occasionally hesitant. Speaker rarely has to grope for words.	
	IV	Very good : Speech smooth and effortless, but perceptively non-native in speed and evenness.	
	V	Excellent: Speech on all professional and	

		general topics as smooth and effortless as a native speaker's.	
Pronunciation	I	Poor : Errors in pronunciation are frequent but speaker can be understood by a native speaker.	
	II	Average : Accent of the speaker is intelligible though often quite faulty.	
	III	Good : Errors never appear with understanding. Accent may be obviously foreign.	
	IV	Very good : Errors in pronunciation are quite rare.	
	V	Excellent: Native pronunciation, with no trace of foreign accent.	

The implementation of Drama Technique and its accompanying actions were successful in improving the students' speaking skill through three cycles consisting three meetings on each cycle as has been stated before. The finding could be regarded from the observations during the teaching and learning process, the interviews with the students and the collaborator. Moreover, it was also supported by the result of the pre-test and post-test score of the students' speaking ability.

To assess the students' speaking skill in the pre-test and post-test, the researcher used a rubric which involved four aspects of speaking, such as fluency, comprehension, vocabulary, pronunciation, and grammar.

Research Findings

Data	Cycle 1	Cycle 2	Cycle 3
Average Score	64,1	68,5	78,3
Highest Score	75	80	85
Lowest Score	50	55	75
Number of students who pass KKM	14	18	24
Number of students who fail	10	6	0
Percentage of students who pass KKM	58,3%	75%	100%
Percentage of students who fail	41,7%	25%	0%

From the table based on the researcher's assessment, However, after implementing the directed drama technique and its actions, the score of the students' speaking skill in the post-test improved significantly. Most of the students got the speaking score between 78,3. Thus, all of them or 100% had passed the minimum passing criteria (KKM). From those result, it could be concluded that the students' speaking ability had improved since the means of the students' speaking skill score also had improved, from 64,1 in the cycle I, 68,5 in the cycle II to 78,3 in the cycle III. The complete scoring table of the students' speaking skill could be seen in the Appendices.

It was found that the mean of the students' speaking score in cycle 1 was 64,1. There were only fourteen students who got 70 or 58.3% had passed the minimum passing criteria (KKM) and the rests 75% got 68,5 from the assessment, it could be inferred that the students' speaking ability was low because the minimum passing criteria of English subject in this school was 70.

Conclusion and Suggestions

According to the research finding that has been discussed in the chapter IV, we can conclude, in learning process through drama technique can improve students' speaking skill in SMA Muhammadiyah 24 Jakarta.

The result of this research, it can be seen the improvement of students speaking skill from each cycle. In cycle one, the students who get standard minimum achievement are 14 students from 24 students. It means to small for the minimum standard. The result in cycle two, the students who get standard minimum achievement are 18 students from 24 students. It means there was an increasing score 75% compared to the previous cycle and the result in cycle three, the students who get standard minimum achievement are 24 students from 24 students, it means in cycle there the improvement of the students achieve up to 100%. The average score showed the significant improvement. It was 64,1 in the cycle I, 68,3 in the cycle II dan 78,3 in cycle III. Based on the result and problem of this research, they are some suggestion, they are:

1. For the English teacher

This is essential for the teacher to improve the quality and to provide meaningful tasks of English teaching-learning process especially in speaking activities.

2. For the Students

The students should increase their speaking skill through practicing very often using communicative activities.

3. For other researchers

In this study, the researcher conducts the research in three month because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking ability.

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