

## THE IMPLEMENTATION OF DRAMA IN TEACHING SPEAKING AT THE EIGHT GRADE OF SMP NASIONAL MAKASSAR

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### ABSTRACT

*This research aimed finding the improvement of the students' ability in speaking by using Drama Technique that focused on accuracy (pronunciation and vocabulary) and fluency (smoothness). The research design used a Pre-Experimental, in which it used pre-test and post-test comparison to find out the result of the research. The population of the research was the students of the Eight Grade of SMP Nasional Makassar. The sample of the research was clas VIII F of SMP Nasional Makassar which consisted of 27 students and the sample was taken by using purposive sampling technique. The research findings showed that the eight grade students of SMP Nasional Makassar had poor score in pre-test. After treatment, their speaking ability in drama increase significantly. The use of drama is effective to improve the students' ability in speaking especially in accuracy (pronunciation and vocabulary) and fluency. It was proved by the mean score of accuracy and fluency before and after giving treatment is the score of pronunciation is improved (72%) The score of the vocabulary also improved (78%) and the score of the fluency also improved (71%). It was concluded that the use of Drama Technique improve students' ability in speaking in terms of accuracy (pronunciation and vocabulary) and fluency (smoothness).*

**Keywords:** *Speaking, Drama, Teaching English*

### ABSTRAK

*Penelitian ini bertujuan untuk menemukan peningkatan kemampuan siswa dalam berbicara dengan menggunakan Teknik Drama yang berfokus pada akurasi (pengucapan dan kosa kata) dan kelancaran (kelancaran). Desain penelitian menggunakan Pre-Eksperimental, di mana ia menggunakan pra-tes dan perbandingan post-test untuk mengetahui hasil penelitian. Populasi penelitian ini adalah siswa kelas VIII SMP Nasional Makassar. Sampel penelitian ini adalah kelas VIII F SMP Nasional Makassar yang terdiri dari 27 siswa dan sampel diambil dengan menggunakan teknik purposive sampling. Temuan penelitian menunjukkan bahwa siswa kelas delapan SMP Nasional Makassar memiliki nilai buruk dalam pre-test. Setelah perawatan, kemampuan berbicara mereka dalam drama meningkat secara signifikan. Penggunaan drama efektif untuk meningkatkan kemampuan siswa dalam berbicara terutama dalam akurasi (pengucapan dan kosa kata) dan kelancaran. Itu dibuktikan dengan skor rata-rata akurasi dan kelancaran sebelum dan sesudah memberikan perawatan adalah skor*

*pengucapan ditingkatkan (72%) Skor kosa kata juga meningkat (78%) dan skor kelancaran juga meningkat (71%) . Disimpulkan bahwa penggunaan Teknik Drama meningkatkan kemampuan siswa dalam berbicara dalam hal akurasi (pengucapan dan kosa kata) dan kelancaran (kelancaran).*

**Keywords:** *Berbicara, Drama, Mengajar Bahasa Inggris*

## **Introduction**

Teaching English in school is the most important factor that makes English as foreign language in Indonesia. English is the first foreign language to be taught at school. Teaching English in Indonesia is done with a consideration that English obviously plays an important role in maintaining the better relationship with other nations from now. Harsono (2006) delivers some functions of English in Indonesia as a language that can help the development of the state and nation, build a relationship with other nations, and run foreign policy.

Teaching speaking is a process of teaching students how to speak English as their foreign language and then asking them to be able to speak the new language accurately and encourage students to practice the foreign language. So, in teaching speaking also must be an enjoyable that makes the student feels secure to speak up and express their feeling freely.

One of the recommended techniques to improve students speaking is drama. According to Heldenbrand (2005 :27), Drama Technique is a technique and activities which is propel students to participate with real communication and pale the way for the students to practice their personal language learning.

SMP Nasional Makassar as a subject of this research because SMP Nasional Makassar is the researcher's place of Magang 2. Based on the observation conducted by the researcher in SMP Nasional Makassar especially in Class VIII F, there were several problems found in students' abilities in English, especially speaking. Students' skills are still relatively low. They have difficulty expressing ideas and opinions verbally because they are afraid to make mistakes to speak English.

Based on the explanation above, the researcher is interest to do the research by entitle : "*The Implementation of Drama in Teaching Speaking at the Eight Grade of SMP Nasional Makassar*".

## **Materials And Method**

### **1. The Concept of Speaking**

#### **a. Definition of Speaking**

According to Gardner in Saripuddin (2013: 8) states that speaking information by giving ideas, asking question and giving responses which have correclation with opinions, orarguments that can stimulate students to support their opinion. Meanwhile, according to Thornbury in Susilawati (2013 :24 ) speaking is a skill, an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

#### **b. Elements of Speaking**

Harmer (1991) categorized those things in six skills, they are:

##### **1. Vocabulary**

Vocabulary is one of significant elements in teaching and learning speaking. It is significant for language learners to choose appropriate words in certain situations in order to make their speaking meaningful. According to Gardner in Dewi (2014:13) that vocabulary has some meaning namely vocabulary is suplay the reader of a book in a foreign language with the English equivalen of the words use in it, assumes that all are obscure, and has also the meaning of the whole stock up of words by any set of person, or by an individual.

##### **2.Pronunciation**

Pronunciation is one of of significant elements in English, especially in oral communication. Every sound, stress pattern, and intonation may express meaning. The non native speakers of English who speak English have to be very accurate in pronouncing some utterances or he may create misunderstanding.

### 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).

### 1. Fluency

Fluency is the ability to speak spontaneously and fluently without any pauses or signs of distracting doubt and also refers to speak smoothly and fluency cannot be separated from accuracy. To speak fluently, we must have both rhythm in our speaking and absence of non fluency in our speaking and absence of non fluency in our words.

### 5. Comprehensibility

According Hornby (1995) he stated that claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken).

### 6. Self-Confidence

One of the important factor in speaking learning process is self confidence and a student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question.

From six elements of speaking, the researchers only focus on accuracy (vocabulary and pronunciation) and fluency (smoothness).

## 2. Drama

### a. Definition Drama

Based on Oxford Dictionary (2008), speaking is simply concerning putting ideas into words to make other people grasp the message that is conveyed. According Boudreault (2010), drama provides students to learn new vocabulary, building self confidence, and give the opportunity to express themselves supported by the result of the third and second questions. Whereas most of students agreed that by performing drama they felt confidence to speak using English. And this finding also supported Zyoud (2002) that drama has significant function such as helping students to learn speaking.

From the explanation above, it can be concluded The learning process by using drama can help students provide benefits in linguistic aspects.

## **Method**

The method had applied for this research was Pre-experimental Design. According to Hadi in Rohaniyah (2008) states that an experimental design was one of the precise methods to examine the cause and effect.. There are three types of the research design. Those are pre-test, treatment and post-test.

The population of this research the Eight Grade Students of SMP Nasional in Academic Year 2019-2020. There are seven classes of this grade and the amount of students is 252 students and in selecting the sample, the researcher used Purposive Sampling Technique, because the sample is selected based on the researcher's observation that is the best part to be the sample of the research. This technique determine the sample based on certain consideration, that is students need a treatment to improve their speaking ability. One class is selected for the research. The sample is Class VIII F at SMP Nasional Makassar. The total sample consisted of 27 students.

## Discussion

This part would explain in the previous section showed that the students' accuracy and fluency in speaking was improved. It was supported by mean score and percentage of the students' pre test and post test result in findings.

1. Students' Speaking Ability in Terms of Accuracy  
The research findings indicated that the students' ability in speaking by using drama technique showed the improvement of the students speaking in the terms of accuracy (pronunciation and vocabulary). From the improvement showed the process in pre-test and post-test. The result of the students speaking in pre-test was low, especially in finding the accuracy (pronunciation and vocabulary). It showed that the students could not express their ideas and their understandable. It was before using drama in teaching speaking.

The researcher gave the treatment by using Drama Technique. As the result, students become active and enjoy in speaking, they can pronounce the words well and they have many vocabulary after playing the drama. In addition, Aldavero (2008) stated that drama activities help students to communicate in foreign languages including those with limited vocabulary. Drama Technique is effective to improve students' speaking ability in accuracy and appropriate to use in teaching speaking.

2. Students' Speaking Ability in Terms of Fluency

The research findings indicated that the students' ability in speaking by using Drama Technique showed the improvement of the students speaking in the terms of fluency (smoothness). Drama technique also can provide students the opportunity to use language to solve problems, make decisions, and to socialize. Moreover, drama also useful in developing oral communication skills and can make speak spontaneously and fluency.

There are several studies that support the benefits of drama in speaking, one of that is Fuentes in Zahara (2018 :13) states that benefit of drama Helps language learners with their pronunciation, acquisition of new vocabulary items, fluency and with the familiar isation with the target culture fostering interculturality.

The entire result proved if the use of Drama Technique is effective to improve the students' ability in speaking accuracy (pronunciation and vocabulary) and fluency (smoothness) and Drama Technique could be applied to improve teaching learning speaking for students.

## Results

The result of the research are taken from the data of using drama to improve students' speaking ability in term of accuracy and fluency before and after the treatment. It is further described in the following explanation:

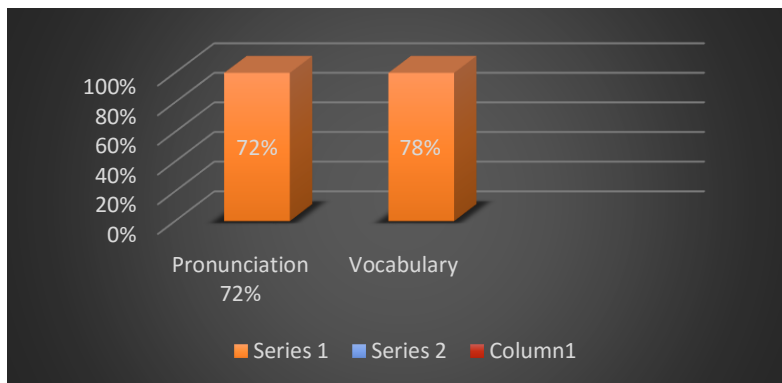
### 1. Description of Speaking Ability in Terms of Accuracy

The students' accuracy in speaking was shown through the use pronunciation and vocabulary in English speaking. The improvement of the students' speaking ability in terms of accuracy can be seen clearly in the following table.

Table 1 Students' Mean score of Accuracy

Accuracy	The Student's Score		Improvement (%)
	Pre-test	Post-test	
Pronunciation	5.9	7.3	72%
Vocabulary	6.1	7.9	78%

Table 4.1 shows that the score of pronunciation is improved (72%) from main score 5.9 in pre-test to be 7.3. The score of the vocabulary also improved (78%) from the mean 6.1 on pre-test to be 7.9 on post-test. In playing Drama in the class, the data are collected through the test and show that the students' speaking in terms of accuracy get significant improvement. Based on these result, it can be concluded that the use of Drama is effective to improve students' speaking ability in accuracy. The students' accuracy in speaking on the above is described as:



## 2. Description of Speaking Ability in Terms of Fluency

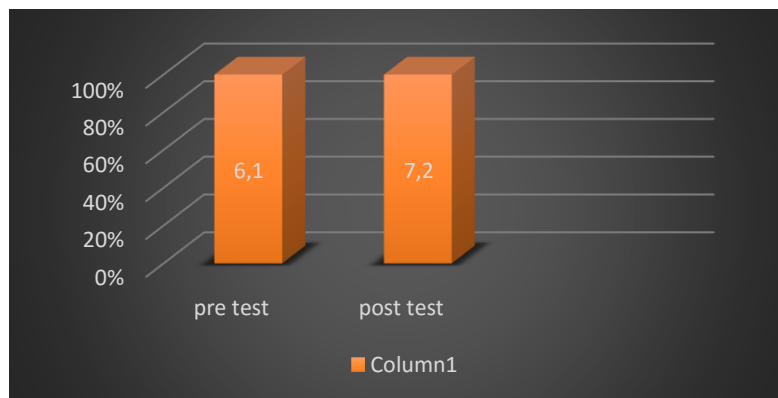
The students' fluency in speaking was shown through the smoothness in English speaking. The improvement of the students' speaking ability in terms of fluency can be seen clearly in Table 4.2

Table 2 Students' Mean Score of Fluency

Fluency	The Student's Mean Score		Improvement (%)
	Pre-test	Post-test	
		6.1	7.2

Table 4.2 show that the improvement percentages of students mean score is 71% after using drama in teaching speaking. The mean score of the students in pre-test is 6.1 and post-test is 7.2 . The students' fluency in speaking on the above is described as:

Figure 4.2 Graphic of the Pre-test and Post-test of Fluency





## Conclusion

Based on the result finding of Drama Technique in teaching speaking at the Eight Grade Students of SMP Nasional Makassar. The reasearcher concludes that :

1. The Implementation of Drama Technique is significant to improve the students' ability in speaking espeacially in accuracy (pronunciation and vocabulary), it was proved by the mean score of accuracy the score of pronunciation is improved (72%) and the score of the vocabulary also improved (78%). It can be concluded that the use of Drama Technique is effective to improve students' speaking ability in accuracy.
2. The Implementation of Drama Technique is significant to improve the students' ability in speaking espeacially in fluency. It was proved by the mean score of fluency is improved (71%) after using drama in teaching speaking. The mean score of the students in pre-test is 6.1 and post-test is 7.2. It means that that the use of Drama Technique is effective to improve students' speaking ability in fluency.

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