



**IMPROVING THE ELEVENTH YEAR STUDENTS'  
PARTICIPATION AND ACHIEVEMENT IN SPEAKING CLASS  
BY USING DRAMA TECHNIQUE AT SMAN 1 KALISAT IN THE  
2008/2009 ACADEMIC YEAR**

**THESIS**

**Composed as One of the Requirements to Obtain S1 Degree at the English Education  
Program of Language and Arts Education Department of Teacher Training and  
Education of Jember University**

**By**

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**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2009**

**DEDICATION**

My beloved parents, Herry Susanto and Sulistyowati (Alm)



**MOTTO**

*“The stigma of being a loser is more intense than the aura of  
being a winner”*

*(Scott Sandage)*





**CONSULTANT APPROVAL**

**THESIS**

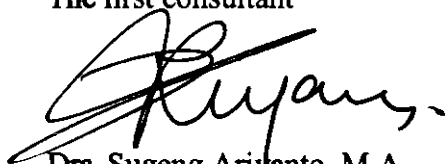
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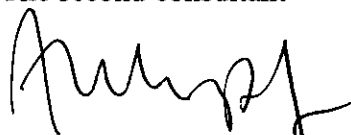
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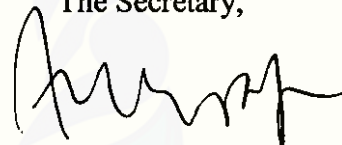
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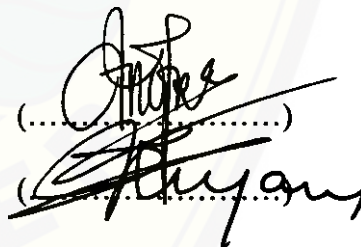
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## SUMMARY

**Improving The Eleventh Year Students' Participation and Achievement in Speaking Class by Using Drama Technique at SMAN 1 Kalisat in the 2008/2009 Academic Year;** Margaretta Betty Herlista, 040210401119; 2009: 99 pages; English Education Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eleventh year students' participation and achievement in speaking class by using drama technique at SMAN I Kalisat in the 2008/2009 Academic Year. It was started by conducting informal interview with the English teacher of the eleventh year students of SMAN I Kalisat. There were 5 classes at the school. Class XI IPS 1 was chosen purposively as the subject of this research because based on the result of preliminary study to the class XI IPS 1 of SMAN 1 Kalisat, the students experienced difficulties to speak English and the students' achievement in speaking class was low. In fact, the teaching learning process was teacher-centered rather than student-centered. In this case the teacher did much talk and explanation. This happened because many students did not talk much in English when the teacher asked them to speak in the TL. Additionally, the students' participation was passive during the teaching learning process, they have very low motivation to participate in the speaking class and this affected the students' speaking achievement.

Considering the above problems, drama technique was chosen as the technique in teaching speaking to improve the students' participation and achievement in speaking class.

Classroom Action Research with cycle model was applied in this study. The action research was carried out to improve the students' participation and achievement in speaking class by using drama technique at the eleventh year students at SMAN 1 Kalisat in the 2008/ 2009 academic year. In the implementation, there

was only one cycle which consists of three meetings. This classroom action research was done with a sequence of steps, namely the planning of the action, the implementation of the action, class observation and evaluation, and data analysis and reflection of the Actions. The classroom observation used an observation checklist to identify the students' active participation, while the speaking test used scoring criteria to measure the students' speaking achievement. The actions were successful if 75% of students participated actively in the speaking class and if 75% of the students have achieved the target score that was 70 or in good category and excellent

The result of actions in meeting 1 was unable to meet the target indicators. There were only 30 students among 42 students (71%) who were active in this meeting. Then, there was an improvement on the students' participation in meeting 2. There were 37 of 42 students or 88% of the students participated actively in speaking class and the percentage of the students' speaking test were 37 students or 88% in good category and excellent. This result had fulfilled the target indicators of the research. Hence, the actions were stopped. This improvement happened because of some aspects that were revised in the lesson plan for meeting 2. The revised aspects included: first, there was no warm up exercises like in the first meeting because it did not work for the students. The classroom was so noisy and the students almost only repeated their friends' sentences. Second, the time for completing and learning the drama was added from only 15 minutes to 25 minutes. Considering the research result, it was suggested that the English teacher use Drama Technique as an alternative technique in teaching Speaking.



## ACKNOWLEDGEMENT

First, I would like to express my greatest gratitude to Allah SWT, The Almighty, who always leads and provides blessing, mercy, and guidance to me, that I am able to finish this thesis entitled “Improving the Eleventh Year Students’ Participation and achievement in Speaking Class by using Drama Technique at SMAN 1 Kalisat in the 2008/2009 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express the deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of the English Program.
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5. The examiner team of this research, Dra. Zakiyah Tasnim, M.A. and Dra. Made Adi Andayani T, M.Ed, who have provided time for me.
6. The Headmaster of SMAN 1 Kalisat who has given me permission to conduct the research.
7. The English teachers of SMAN 1 Kalisat, Mr. Hidayat Rahman, S.Pd, who helped me to conduct the research.
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9. My Best friends (Zacky, Riska, Shafihan) thanks for your time, love, and care.
10. My beloved Almamater, Jember University.

Finally, I have done the best for this thesis; however, I expect that it will be useful not only for me but also for the readers.

Jember, 15 juni 2009

Writer

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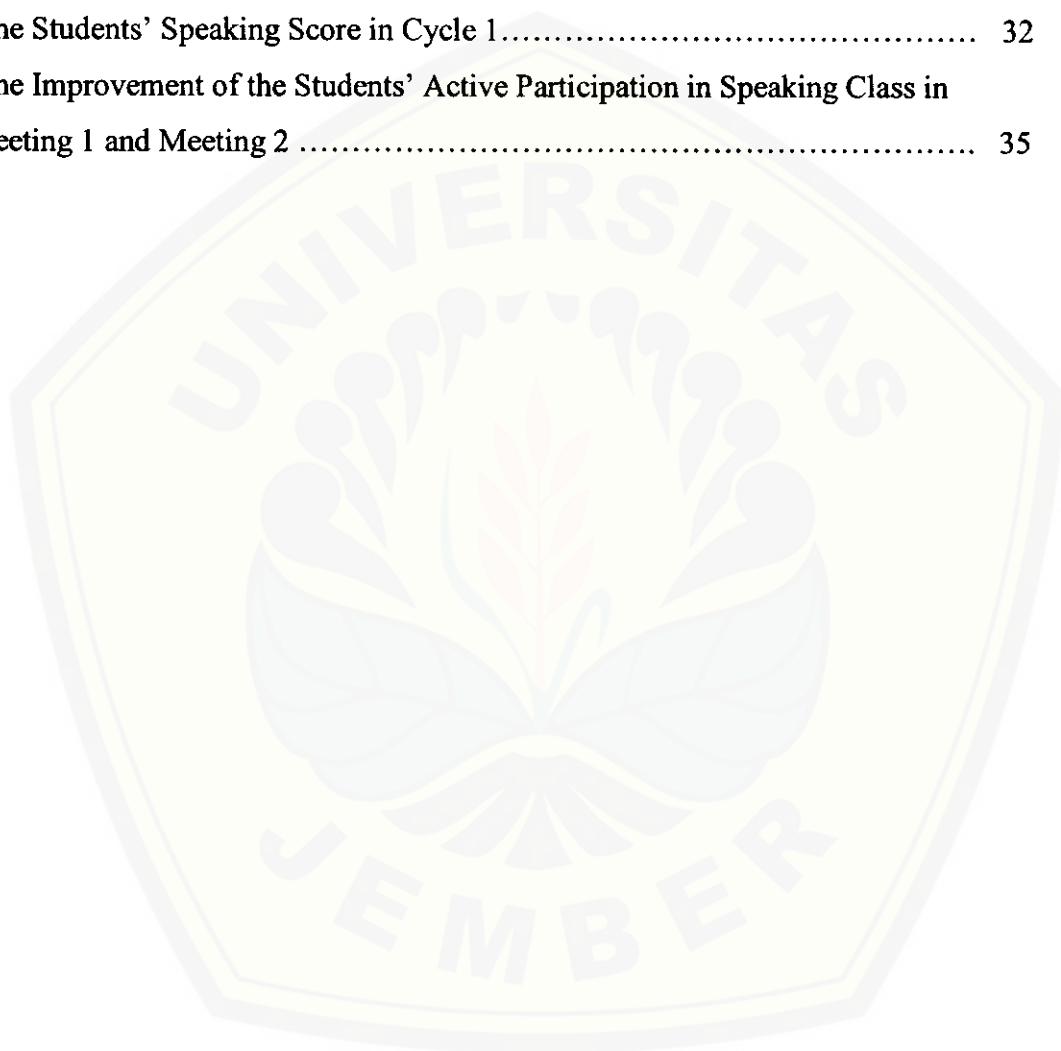
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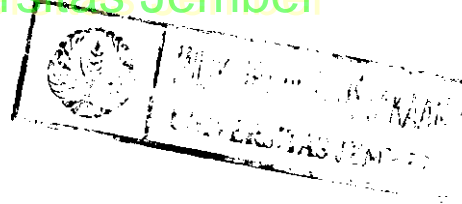
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## CHAPTER I INTRODUCTION

This chapter presents some aspects related to the topic of the study. It includes the background of the research, the problem of the research, the objectives of the research, the significance of the research, and the operational definitions of the terms.

### 1.1 The Background of the Research

English as an international language plays an important role in Indonesia. It is of great importance in developing knowledge, science, art, and international relationship with other countries. In Indonesia, English has been taught from the elementary to the university level. Moreover, in certain areas, English has been taught at kindergarten as one of supplementary subjects. Hence, the students are expected to be able to use and master English through listening, speaking, reading, and writing as stated in the 2006 Institutional Level Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) the teaching learning process should include language skills integration.

Recently, foreign language teaching is concerned with enabling the students to use the target language (TL) creatively and communicatively. Undoubtedly, one of the four English skills which force the students to use language creatively and communicatively is speaking. Besides, speaking is one of the four English skills that must be mastered in learning English. However, speaking cannot be considered an easy skill that the English as foreign language (EFL) students need to acquire.

Teaching speaking in EFL contexts is not simple since it concerns not only with how the students can gain the material successfully but also with how to make them motivated to speak during the lesson. It should be made as natural as when they use their own first language in real life.

Based on the preliminary study at November 21<sup>st</sup> 2008, the students of SMAN 1 Kalisat were not involved in the teaching learning process actively because most of them were shy and did not have willingness to speak. Besides, the teaching learning

process was teacher-centered rather than student-centered. This happened because many students did not talk much in English when the teacher asked them to speak in the TL. In other words, they still experienced difficulties to speak English. They feel afraid and worried to make mistakes which can make misunderstanding between them. In fact, students have to speak and act in the appropriate way to avoid misunderstanding. Moreover, the students were less motivated in the speaking class. They said that they felt bored about the English lesson because the method used by the teacher in the classroom was boring and was not enjoyable. From the information given by the eleventh year English teacher, it is known that he teaches speaking once a week and many techniques have been applied to make the students more actively involved in the TL process for instance: group discussion, making and performing dialogues, and paper presentation. Besides, he always asked the students to create their own media to learn some lessons in order to make the students interested and confidence with their own media. However, the students felt bored and were not involved actively in the speaking class. There were only 9 of 42 students or 21% of the students who participated actively. This condition affected the students' achievement in speaking class.

From the above condition, it is clear that the main problem of the students was their lack of participation and achievement in speaking class. Therefore, the English teachers should try to provide a new beneficial teaching technique in order to arouse the students' motivation to participate actively in speaking class. Besides, they must help the students in acquiring communicative performance as foreign language users. This beneficial and successful teaching technique should deal with some factors that affect students' learning participation in speaking class. Undoubtedly, the improvement of the students' participation in speaking class can bring a good effect on their speaking achievement, because if the process is good, the result will be good.

One technique to arouse the students to speak English is by using drama technique. In this way the students are expected to be relaxed, happy, and have fun, and this support their great motivation in speaking English. Royka (1995) states that



drama provides lots of immediate resources and is fun for the teacher and the students alike. It is also supported by Maley and Duff (in Robinson 2008), who state that drama can help the teacher to achieve “reality” in several ways. It can overcome the students’ resistance to learn the new language by making the learning of the new language an enjoyable experience, linking the language learning experience with the students’ own experience of life. Drama creates a relaxing atmosphere and authentic situation for the students to speak English. An opportunity to perform in front of a real audience gave students lots of satisfaction, which in turn built students’ confidence in speaking. Unfortunately, the teacher never uses this technique in teaching speaking because it is time consuming.

From the above background, it is believed that drama might solve the problem faced by both the eleventh year students and the teacher at SMAN 1 Kalisat. After considering the advantages of using drama technique in improving the students’ participation and achievement in speaking class, a research entitled “Improving the Eleventh Year Students’ Participation and Achievement in Speaking Class by Using Drama Technique at SMAN 1 Kalisat in the 2008/2009 Academic Year” is proposed.

## **1.2 The Problem of the Research**

Based on the above background, the problem of the research can be formulated as follows:

“How can drama technique improve the eleventh year students’ participation and achievement in speaking class at SMAN 1 Kalisat in the 2008/2009 academic year?”

## **1.3 The Objective of the Research**

The objective of this research is to describe how drama technique can improve the eleventh year students’ participation and achievement in speaking class at SMAN 1 Kalisat in the 2008/2009 academic year.

#### **1.4 The Significance of the Research**

The results of this research are expected to give a significant contribution to the English teachers, the students, and other researchers.

##### **a. The English teacher**

The result of this research may provide the English teachers with applicable alternatives in improving the students' participation and achievement in speaking class by using drama technique. Hopefully, the English teachers will be inspired to develop the more interesting way or technique to improve their students' participation and achievement in speaking class.

##### **b. The students**

The action given provides the students with practice of using English as a means of communication and increases their participation and achievement in speaking class.

##### **c. Other researchers**

The results of this research might be useful for other researchers as a reference and a source of information to conduct a further research dealing with similar problem with the same research design, the same technique in the different school to develop their students' participation and achievement in speaking class.

#### **1.5 The Operational Definition of the Terms**

The operational definition of the terms in this research is needed to keep the discussion in line with the terms defined and to avoid misunderstanding of the concepts used in the title among readers. In this research, the terms that are necessary to be defined operationally are: drama technique, students' participation, and students' achievement in speaking class.

### **1.5.1 Drama Technique**

Drama is communication between people in which not only verbal language is used but also non verbal language like gestures, body movement, facial expressions, interaction between the speakers and the hearers, start and ending, setting, plot, conflict, orientation, and moral message. In this research, drama technique deals with teaching English technique that promotes the students' motivation to speak in the English class. Drama Focus on the doing rather than the presentation. Doing means the students not only learn to speak the TL verbally but also non-verbally. In other words, in the process of learning to speak by using drama, verbal and non-verbal language (facial expression and gesture) is used. Drama in classroom was not intended to satisfy the audience because there is no audience. It aims for language learning is to stimulate students' oral communication. Drama as a teaching technique motivates students toward further learning and use of the new language as a means of communication.

### **1.5.2 Students' Participation**

The students' participation in this case is the students' willingness to participate in speaking class which fulfilled the indicators of active participation, which are: (1) Asking question, (2) Answering question, (3) Interacting with other students in constructing the play, (4) Participating in playing drama, (5) Communicating interactively with other students in the play, and (6) Giving comment to their friends' performance. The students will be considered active if they fulfill at least four indicators above or more. This will be evaluated during the implementation of the action.

### **1.5.3 Students' Achievement in Speaking Class**

Students' achievement in speaking class indicates the increasing level or amount of English speaking skill that the students have mastered after the implementation of the action, which is teaching speaking by using drama technique.

The speaking achievement can be known from the students' score of speaking test by using drama technique. In this research, the targeted score was 70 or in good category and excellent because the minimum score standard of mastery level at SMAN 1 KALISAT is 65.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some aspects dealing with related literature review of the research. The review covers: speaking in English Language Teaching (ELT), EFL students' participation in speaking class at secondary school, drama technique in English Language Teaching (ELT), and the action hypothesis.

#### 2.1 Speaking in ELT

Speaking is one of the four language skills. Many language learners consider speaking skill as the measure of mastering a language. Lado (1961: 239) states that the skill to speak a foreign language is without doubt the most highly prized language skills, because those who can speak the foreign language well can understand it and can learn it relatively easy. Moreover, the professionalism of someone is often being considered from their competence in speaking English. This is in line with what Richard (2000: 1) states that the learner consequently often evaluates their success in language learning as well as the effectiveness of their English course based on how well they feel they have improved in their spoken language proficiency. Another opinion comes from Nunan (1992) who says that success is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun. It also can raise general learner motivation and make the English language classroom a fun and dynamic place to be.

Speaking is a language skill that applies verbal and non verbal performance. This is in line with Chaney (in Kayi 2006) who states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a

variety of contexts. It means that in the process of speaking, verbal and non verbal language such as mime and gesture is used.

The goal of teaching the spoken language in the classroom is to enable the students to express their ideas in the target language. However, the important thing in speaking that should be known by the speaker is to make the listener understands of what the speaker is saying. Students have to speak and act in the appropriate way to avoid misunderstanding. In line with this, Mehan (in Johnson 1995:5) says that students need to know with whom, when, and where they can speak and act. They must have speech behavior that is appropriate with the classroom situation and they must be able to interpret implicitly the classroom rules.

## **2.2 EFL Students' Participation and Achievement in Speaking Class at Secondary School**

Speaking becomes the main goal of many students in learning English at schools and it plays a crucial part of learning foreign language. Unfortunately, most students especially at secondary schools convey that speaking is a difficult skill of foreign language learning. Therefore, the English teacher should pay more attention to the speaking class to improve the students' participation and achievement.

The goal of teaching speaking is to enable the students to apply the language as a means of communication. However many English teachers find it is difficult to teach speaking at secondary school. As students grow up, it becomes more difficult for them to concentrate on the subject and they get distracted more easily with their adolescent problems. So, at high school it becomes a challenge for teacher to keep students' attention. To keep their attention, teachers have to increase students' motivation and they need to do it in creative ways. Teachers can not rely just on their speech in class to make the students pay attention. They need to engage their students' mind in the subject of study. Teachers need to create an environment of collaboration and interactivity to keep students motivated and engage in the class activities.

Another problem faced by the English teacher is that most of students in secondary school are hesitant to express their ideas by using English to the whole class. They prefer to keep silent during the teaching of speaking. Only those who are risk takers and unafraid of making mistakes will talk much more than the others. This kind of situation makes the teaching speaking in the classroom become a teacher-centered teaching learning process. The teacher did much talk and explanation, while the students dared not speak. Such condition in the classroom raises a big problem to the students' speaking improvement. To cope from this problem, the teacher should find and provide a beneficial teaching technique that can arouse the students' motivation to the speaking class. A completely different reason for the students' silence maybe that the class activities are boring or are pitched at the wrong level. That is why the teachers need to take a closer look at the type of speaking activities they are using and see if they really capture students' interest and create a real need for communication. If the teacher still does not provide a beneficial teaching technique to arouse the students to speak using the TL, the students will be passive during the teaching of speaking and their achievement will be low.

### **2.3 Drama technique in ELT**

Many times the teaching of English language failed to fulfill its goals, even after years of English teaching. The learners do not gain the confidence of using the language in and outside the class. Their output in the language is limited to the monotonous yes or no questions, or answering the questions in the textbook which are isolated sentences. In fact, real communication involves ideas, emotions, feelings, appropriateness, and adaptability.

The conventional English class hardly gives the students an opportunity to use language in this manner and develop fluency in it. Hence, the main purpose of the language teaching that is developing skills in communication, is unfortunately, neglected. An attractive alternative teaching technique in teaching language is through drama. This is supported by Charter (1986: 54) that drama is a useful

teaching strategy in the foreign language program because it deals with the language structure in an everyday context, including the social and emotional problems. Drama classes are the latest trend in education. This is supported by Sang (in Wiseman 2005) who says that drama is the latest trend in education, and for good reason drama classes give students break from textbook to explore their expressive and creative potential. It helps the learner to be ready to face the real world. Traditional learning places excessive emphasis on rote learning and not enough on skills required in the real world, such as presentation skills and team buildings (Wiseman, 2005). Drama allows the students to act as someone else, so they are not afraid to make mistakes.

Large group drama activities are ideal for ELT situations. More students have equal chance to participate and express their ideas to the whole class. This kind of group drama activities can develop better language use and provide the teacher more observation time and less direct teaching time. Drama provides lots of immediate resources and is fun for the teacher and students alike.

### **2.3.1 Drama Technique in Teaching Speaking**

In language teaching and learning process, drama technique deals with the teaching technique to help the students learn the TL for communication purposes rather than theatrical purposes. The students are not trained to be professional actor or actresses to perform the play. In this way, the students are expected to be active and creative to express their ideas orally with all their feeling and emotion and comprehend the intended meaning of what the other people speak.

The students often have similar feeling when trying to communicate in the TL. They may think of their performance with their limited vocabulary or to be afraid of making mistakes of the language structure. They tend not to participate in speaking classes and prefer to say or talk nothing. In this case, Maley (1999:13) states that by using drama technique, the problem of not wanting to speak or more often not knowing what to say is practically resolved because the activity makes it necessary to talk. In other words, by joining drama, the students might be encouraged to express



their ideas orally. This is because if they do not speak, they can not take part in the class activities.

The creative drama technique sets emotion as a process in which the mind becomes free and the ideas run easily and flexibly. It means that the students become free to express their language and flexible to improvise their experiences. For example, in happy situation they can say something about their happiness based on their experiences. Drama technique encourages the students to express their own feeling and emotion based on the given situation. In this way, what is impossible for the students' experience in real life become possible in drama activities. This is supported by Via's (1987:18) statement that the purpose of the creative drama is to help children become more aware of life: to view their physical surrounding with delight and to develop empathy toward others and faith and confident in themselves. This means that by experiencing life, the students become aware of life.

From the above description, it is undoubted that our everyday language learning occurs through experience, and drama technique provides this experiential need. Drama provides the students not only learning but also doing, and practicing how to use the target language. Drama helps the students to be more relaxed in expressing their ideas orally in language learning.

### **2.3.2 The Advantages of Drama Technique in Teaching Speaking**

Drama technique provides so many advantages in ELT. First, using drama to teach English can result in a real communication, involving ideas, emotions, feelings, appropriateness and adaptability. Such activities give the teachers a wider option of student-centered activities to choose for classroom teaching, being extremely efficient in teaching English. Drama is a unique tool, vital for language development as it stimulates reality and develops self-expression. Drama technique is successful in making students experience language in operation and provide motivation to use language embedded in a context and a situation. Drama also beneficial in teaching

speaking since it provides improvement to the students' participation in speaking class.

Second, the main focus of using drama technique in language classroom is on the use of the target language (TL) in communication. This is in line with Charter's (1986:1) statement that drama technique helps the students to understand the important language in order to participate in all sorts of communication. Through drama technique, the students might know the general content of the dialogues and keep in their mind the important utterances of every dialogue. Besides, drama through its use of physical gestures as another effective means of communication can help the students who experience difficulties in language use. So, whenever the students can not express their ideas in TL by using verbal language they may use mimic or gestures to express them. Whenever they can not catch what the speaker says, they may guess it based on the speaker's mimic or gestures. As Maley says (1999:6) that drama technique draw on the natural ability of every person to imitate, mimic and express him or herself through gestures.

Third, in creative drama, the students learn the language by doing. This means that students learn to speak by speaking because it provides the students equal and great deal of opportunity to use English. There will be a lot of practices in using the TL because its aims are to stimulate oral communication. It means that in drama, the students will be active in using the TL as a means of communication. As Framil (in Rodli 2004:6) says that drama improve the students' command of oral in nearly real situation, and increase the students' participation in the TL. Drama technique does not make the students feel bored in the classroom, but helps them enjoy the teaching learning process. It sets emotion as a process in which the mind becomes free to express their language and flexible to improve their experiences. Drama technique encourages the students to express their own feelings based on the given situation.

Fourth, drama technique can create a relax atmosphere of language learning in which the students might express themselves, without feeling afraid of making mistakes. This is supported by Via's (1987:111) statement:

“Actors and language learners like need atmosphere that is non-threatening during the learning and rehearsal stages -a place where mistakes are considered normal and where they receive support from all around them.”

The statement means that the students' need of relax atmosphere to study is just the same as the actors' need of non-threatening atmosphere to act. Drama provides it with its rehearsal stages in which everybody regards mistakes as something that commonly happens in the process of achieving the best.

### **2.3.3 Procedures of Using Drama Technique**

There are many procedures in using drama activities as a teaching technique in ELT. Teachers can apply drama as a teaching technique after considering the situation, time, and the students' need. In this research, the researcher will apply procedure of using drama technique which is a mix from Dougill's activities and El-Nady's activities.

The following is an example of the procedure with the theme “Birthday Party”. The First activity is introductory warm-up exercises. Warm-up exercises can be used to begin the teaching and learning activity and help to involve comfortable atmosphere in the language classroom. The purpose of warm-up exercises is to act in situation where students become strangers and understand their classmates well. There are some activities that should be done in warm-up exercises. They are:

#### **Activity 1 Handshakes**

**Purpose:** Introduction; ice-breaker

**Method:**

1. The students are asked to stand up and move around the class in any direction they choose.
2. Claps hands and the students stop and introduce things related to birthday party to the nearest person.
3. The students are asked to move after allowing 2-3 minutes.
4. See how many things related to birthday party the students can remember.

**Duration:** about 5 minutes

Adapted from Dougill (1987:10)

The second activity is verbal and vocal exercises. In this activity, the students will do some activities. They are:

Activity 2 sentence building

Purpose: Focusing on the target language; group cohesion

Method

- a. The students are guided to inhale to a count of 4 and exhale to a count 4.
- b. The students are guided to a count of 4 and the out of breath say the sentence about birthday party.

Adapted from Dougill (1987:10-11)

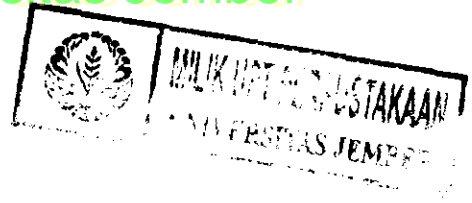
In the third activity, the students are divided into 7 group consists of 6 students. They are asked to complete a short play about a birthday party. The students rehearse and ask the instructor for any new vocabulary items they need. After they finish completing their play, the teacher will ask all of the groups to perform the play in front of the class.

The last is follow-up activities. In this stage, the students and the teacher will discuss the activities that have been done in the speaking class by using drama technique. There will be question and answer, the students' comment about their friends' performance, the errors made by the students (Intonation, grammar, pronunciation), the students' facial expressions (mime) and gestures.

## **2.4 The Action Hypothesis**

In accordance with the problem of the research, and review of related literature, the action hypothesis of the research can be formulated as follows:

“The use of Drama Technique can improve the eleventh year students' participation and achievement in speaking class at SMAN 1 Kalisat in the 2008/2009 academic year since it provides the students with a real communication, it focuses on the use of the target language, self expression, relaxing atmosphere, learn language by doing, it aims are to stimulate oral communication, it sets emotion as a process, and it provides rehearsal stages.”



## CHAPTER III RESEARCH METHODOLOGY

This chapter presents the research method applied in this research, namely: research design, area determination method, research subject determination method, research procedures, and data collection method.

### 3.1 Research Design

The Classroom Action Research (CAR) with cycle model will be applied in this research. According to McMillan (1992:12), a classroom action research is a type of applied research with the purpose of solving a specific classroom problem or making decision at a single local site. It was designed to improve the eleventh year students' participation and achievement in speaking class by using drama technique at SMAN 1 Kalisat.

Based on data gathered from preliminary study at SMAN 1 Kalisat, it was known that the eleventh grade students experienced difficulties in speaking English. They also less motivated in speaking class which affected their speaking achievement. This can be seen during the process of the English teaching and learning in the classroom and their speaking score. Moreover, their speaking score was not in good category (70-80). They felt anxious about the English lesson because the method used by the teacher in the classroom was boring and was not enjoyable. Therefore, they prefer to talk nothing in the speaking class.

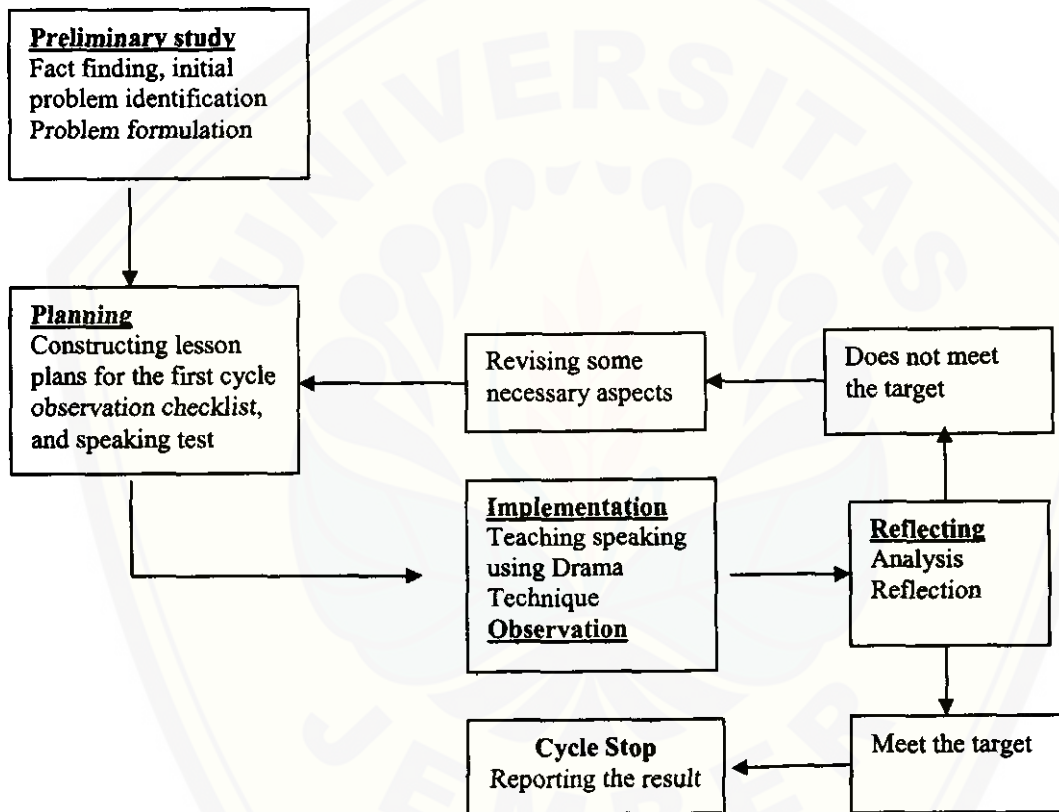
Recognizing the problem, it was necessary to conduct classroom action research in order to overcome the students' passiveness and low achievement by implementing a technique in improving the students' participation and achievement in speaking class by using drama technique.

This action research was conducted in cycle in which it covers four stages of activities, namely: (1) The planning of the actions, (2) The implementation of the actions, (3) class observation and evaluation and (4) Data analysis and reflection of

the actions, (Kemmis, and McTaggart, 1998:14). These stages of the research were conducted collaboratively with the English teacher of the eleventh year of SMAN 1 Kalisat.

The design of this classroom action research was illustrated in the following diagram.

**The Diagram of the Classroom Action Research**



(Adapted from Lewin in Elliot, 1991:70)

The activities of the research were used the following procedures:

1. Interviewing the eleventh year English teacher of SMAN 1 Kalisat as the preliminary study for finding and identifying the research problems.
2. Determining the subjects of the research purposively that was XI IPS 1
3. Observing the teaching and learning process of English subject in the eleventh year students of SMAN 1 Kalisat to gain the information about the techniques used by the teacher in teaching English subject to the eleventh year students and to see the current condition of the teaching speaking done by the teacher.
4. Planning the action (constructing the lesson plans for the first cycle and preparing the instruments)
5. Implementing the actions in the first cycle (meeting 1, and meeting 2).
6. Monitoring the implementation of the actions by doing class observation by using an observation checklist.
7. Giving the speaking test to the research subjects after the actions in the first cycle given. The test is given in the third meeting.
8. Analyzing the results of the speaking test quantitatively, then classifying the result qualitatively based on the classification of the score levels. The results of the observation are analyzed qualitatively.
9. Reflecting the result of the observation and the speaking test
10. If the results do not meet the target indicators of observation in this research, the action will be continued to the second cycle by revising some necessary aspects. (But, if the results meet the target of the research which is at least 75% of the students are participating actively in speaking class and 75% of the students have achieved the target score that was 70 or in good category and excellent, the actions will be stopped).
11. Planning the action (constructing the lesson plans for the second cycle and preparing the instruments)
12. Implementing the actions in the second cycle.
13. Monitoring the implementation of the actions by doing class observation

14. Giving the speaking test to the research subjects after the actions in the first cycle given. The test is given in the third meeting.
15. Analyzing the results of the speaking test quantitatively, then classifying the result qualitatively based on the classification of the score levels. The results of the observation are analyzed qualitatively.
16. Reflecting the result of the observation and the speaking test

### **3.2 Area Determination Method**

The area of this research was SMAN 1 Kalisat, Jember. This school was determined purposively for the following considerations: (1) Drama technique has never been applied by the teacher. This technique was only used by the teacher as a device to measure the students' ability in practicing English at the final examination in the third level. (2) Most of the eleventh year students got bored and less motivated especially when they were asked by the teacher to share and express their idea. (3) The students' achievement in speaking class was low, (4) The English teacher of the eleventh year of SMAN 1 Kalisat was also interested in participating in this research as a collaborator.

### **3.3 Research Subject Determination Method**

The subjects of the research were determined by using purposive method. Based on the information given by the English teacher, there were five classes in eleventh grade, and XI IPS 1 with 42 students was chosen as the subject of this research.

### **3.4 Data collection methods**

There were two kinds of data was used in this research namely primary data and secondary data. The primary data was collected from observation and test, and to support the primary data, the secondary data was collected through interview and documentation.



**3.4.1 Observation**

Observation is the activity of observing and systematic record-keeping toward the phenomenon under investigation (Hadi, 2000:138). In this research, participant observation was used since the observer participates in the activities of getting the data. The observation was guided by an observation guide to make it more focus and manageable. The aspects that was observed were: (1) Asking question, (2) Answering question, (3) Interacting with other students in constructing the play, (4) Participating in playing drama, (5) Communicating interactively with other students in the play, and (6) Giving comment to their friends' performance.

Those activities were measure the students' participation in speaking class. The students were considered as the active students if they fulfil at least four indicators or more. If at least 75% of students' actively participate in the speaking class, the action was considered successful. The format of the observation checklist was as follows:

Table 1. Observation Checklist

Students' Number	Indicators						Total	Active	Passive
	1	2	3	4	5	6			

Note:

- 1 = asking question
- 2 = answering question
- 3 = interacting with other students in constructing the play
- 4 = participating in playing drama
- 5 = communicating interactively with other students in the play
- 6 = Giving comment to their friends' performance

### 3.4.2 Test

In this research, speaking test was the main method to get the main data about the students' achievement in speaking class. It had been done in cycle after the actions given. Hughes (1996: 9-14) confirms that achievement test is directly related to language courses, the purpose is to establish how successful individual students, group of students, or the courses themselves have been in achieving the teaching objectives. Furthermore he adds that achievement test is divided into two, they are; final achievement test and progress achievement test. In this research progress achievement test is used, because it measured the progress that the students are making after they are taught speaking by the researcher using drama technique. In line with this, teacher-made test was applied. Although the score was given to each individual of the students but the test was done in group. The English teacher constructs the test by using drama with the topic based on the 2006 Institutional Level Curriculum ( Kurikulum Tingkat Satuan Pendidikan)of the Senior High School for the eleventh level students.

Hughes (1989: 22) states that a good test should have validity and reliability. A test is considered to be valid if it measures accurately what is intended to measure. In other words the test were constructed to measure the students' achievement in speaking class by using drama covering their fluency, pronunciation, structure/grammar, vocabulary, and content of speech. Meanwhile, a test is considered to be reliable if it gives consistent result wherever the same test is administered at different time (Frankel and Wallen, 2000: 128).

The students' speaking test will be scored based on the Hughes' rating scores of speaking test as follows:

STUDENT	Students' Score of Speaking Test Based on the indicators						Calculation for total score	Final score
	F	P	G	V	Cs	Total		
							15	75
Dwi Septiana	3	3	2	4	3	15	$\frac{15}{20} \times 100$	

$$\text{Score} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

The descriptions of speaking test are as follows:

a. Fluency (F)

Score	Description
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

b. Pronunciation (P)

Score	Description
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.

## c. Grammar (G)

Score	Description
1	Grammar almost entirely inaccurate phrases.
2	Constant errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding.

## d. Vocabulary (V)

Score	Description
1	Vocabulary adequate for even the simple conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
3	Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

## e. Content of Speech (Cs)

Score	Description
1	Content almost entirely unintelligible.
2	Difficult to understand, inaccurate and vague.
3	Few of misunderstanding and frequently producing incoherent statement.
4	Any a little of topic deviation but still having correct intention.

*(Adapted from Hughes, 1989: 111-112)*

### 3.4.3 Interview

In this research, interview was applied to collect the supporting data. The interviewee was English teacher. The English teacher was asked about the teaching learning speaking for preliminary study. Moreover, structured interview was used as the interview guide, in which it contained a list of questions related to the information needed to support the main data. The instrument is enclosed on appendix 6.

#### **3.4.4 Documentation**

Documents can provide information, which is relevant to the issues and problems under investigation (Elliot, 1993:78). The data that was collected from documentation in this research were the list of students' name in class XI IPS 1, the English Curriculum, and the English book used by the English teacher at SMAN 1 Kalisat.

#### **3.5 Research procedures**

In order to achieve the goal of this classroom action research, the action was implemented in the form of cycle in which it covers four stages of activities. They were as follows:

1. The Planning of the Actions
2. The Implementation of the Actions
3. Class Observation and Evaluation
4. Data Analysis and Reflection of the Actions

(Kemmis, and McTaggart, 1998:14).

#### **Details of the Research Procedure**

##### **3.5.1 The Planning of the Actions**

The planning of the action in this research refers to any preparation dealing with the activities of the research. The preparation covers the following activities:

1. Choosing the theme and sub theme based on the genre taught to the eleventh year students, which were suitable with the 2006 Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan).
2. Constructing the lesson plans for the first cycle (meeting I and meeting II).
3. Preparing the materials for the actions.
4. Constructing the observation checklist containing the indicators to be measured.

5. Constructing the speaking test for the first cycle that will be given to the subjects after the action in the third meeting.

### **3.5.2 The Implementation of the Actions**

In the implementation phase, the action was teaching English by using drama technique to improve the students' participation and achievement in speaking class that was done by the researcher. The action was done during the school hours. The time to do the actions in each meeting was 90 minutes. It is given to the research subjects in every meeting in cycle. In this research, the action will be done in two meetings, and then followed by the speaking test in the third meeting. In this technique, the students were asked to complete a short play by using the topic given by the teacher. The groups were asked to perform their play in front of the class. After each group done their performance, there was follow up session. The aim of this session was to design a better activity that was more valuable.

### **3.5.3 Classroom Observation and Evaluation**

The observation was very important in order to monitor the activities concerning with the application of Drama Technique in improving the students' participation in speaking class. In this case, the observation was done collaboratively with the teacher. It means that the English teacher participated in a class with the students by recording the students' activities while the teaching learning process was done. In this research, the observation checklist was used to monitor the students' activities during the teaching of speaking by using Drama Technique.

In order to find out whether the use of Drama Technique can improve the students' participation and achievement in speaking class or not, the evaluation will be carried out. There are two kinds of evaluation that are; process and the product evaluation. The process evaluation was done by doing observation during the teaching learning process (meeting 1, and meeting 2). It was intended to evaluate the students' active participation in the teaching learning process of the implementation

friends' sentences. Second, the time for completing and learning the drama was added from only 15 minutes to 25 minutes.

Process evaluation was conducted in this meeting during the teaching of speaking by using drama technique. The instrument used to monitor the class activities was an observation checklist containing indicators to be observed.

### **4.3 The Results of the Observation**

#### **4.3.1 The Results of the Observation in meeting 1**

As it was explained before, class observation was done by T1 and T2 during the teaching of speaking by using drama technique. The indicators to be observed were: (1) Asking question, (2) Answering question, (3) Interacting with other students in constructing the play, (4) Participating in playing drama, (5) Communicating interactively with other students in the play, and (6) Giving comment to their friends' performance. The results of the observation can be described as follows.

T2 carried out the actions based on the lesson plan for the first meeting as enclosed on Appendix 2. The technique used was drama technique and the procedure of drama technique that is used by T2 was a mix from Dougill's activities and El Nady's activities. The procedures were: warm up exercises, verbal and vocal exercises, completing the incomplete drama, and performing the drama.

In warm up exercises, T2 got some difficulties because the students were ashamed to introduce things they like and don't like, only some students did it well. To solve this problem, T2 moved around the students and asked them to introduce things they like and don't like to the nearest friend. This activity took much time, and it was out of the plan. However, the students felt ashamed and some of them only repeated their friends' sentences.

In the next activity that is verbal and vocal exercises, the students did not feel ashamed anymore. They could follow T2 instructions to inhale to a count of 4 and

exhale to a count of 4, done it one more time and in the out of breath say a sentence "I like cartoon movies because it can refresh my mind".

The results of the observation in meeting 1 showed that only 71% or 30 students of 42 students were participated actively in the teaching of speaking by using drama technique. The observation checklist of meeting 1 is enclosed in appendix 3.

#### **4.3.2 The Results of the Observation in meeting 2**

As it was described before, the observation in meeting 2 was conducted by T1 along with T2. The results of the observation from both observers were combined after the teaching of speaking by using drama technique. The indicators to be observed were the same as one in meeting 1, and are stated on the observation checklist. The result of the observation in meeting 2 can be described as follows.

Based on the observation done in meeting 1, there were 37 of 42 students or 88% students were actively participated in the speaking class. Almost of them did not feel ashamed anymore and motivated in the speaking class. They could raise some questions to T2 based on the material taught. They also answered some questions given by T2, and interested to give their comments about their friends' performance. The observation checklist in this meeting is enclosed on Appendix 5.

In summary, the results of the observation in meeting 2 had achieved the research objective which is at least 75% of students participate actively in the speaking class. Therefore, the actions in cycle 1 were considered successful, and the actions were stopped.

#### **4.4 The Results of the Speaking Test**

The speaking test was administered on May 27<sup>th</sup>, 2009. The students were divided into seven groups which consist of 6 students. The test was done in group but the score was given to each individual. The time to do the test was 90 minutes, the first 20 minutes was for group preparation and 70 minutes was for group



performance. Each group was given a time for about 10 minutes to perform their drama. While one group performed their drama in the classroom, the other groups waited their turn outside the class. The result of the speaking test is in the following:

**Table 3: The Students' Speaking Score in Cycle 1**

Student	Descriptor						Final Score
	F	P	G	V	Cs	Total	
1. Abdul Mukit	3	3	3	4	4	17	85*
2. Abi Zulkifli Ramadhan	3	2	3	4	4	16	80*
3. Agus Nurul Hidayat	3	2	3	4	4	16	80*
4. Achmad Syaifur Rizal	3	2	3	4	4	16	80*
5. Anysa Sis Sofiaty	3	3	3	4	4	17	85*
6. Bambang Hadi Yulianto	3	2	3	4	4	16	80*
7. Bibit Kurniawan	2	4	3	3	3	15	75*
8. Choimatul Rofiah	3	3	3	4	4	17	85*
9. Dian Anggraini S.	3	3	3	4	4	17	85*
10. Dwi Septiana Hidayati	3	4	3	4	4	18	90*
11. Edwardo Prima Satya	4	3	3	4	4	18	90*
12. Elsa Nova Widiyanto	3	2	3	4	4	16	80*
13. Faizatul Jannah	3	2	3	4	4	16	80*
14. Feby Gozali	2	2	2	4	3	13	65
15. Gilang Pratama	3	2	3	3	3	14	70*
16. Gissa Marsellia Dewata	3	3	4	4	4	18	90*
17. Hardika Meitasari	3	3	3	4	4	17	85*
18. Herlin Yuliana	3	3	4	4	4	18	90*
19. Ichawanus Sofa	3	3	4	4	4	18	90*
20. Ines Taliaty Y. A.	3	2	3	3	3	14	70*
21. Intan Rizki Rahmasari	3	3	3	4	4	17	85*
22. Iwan Febrianto	3	2	3	4	4	16	80*
23. Jeffri Romadhoni	2	2	2	4	3	13	65
24. Liya Masriani	3	3	3	4	4	17	85*
25. Muh. Riki Ansori	2	2	2	4	3	13	65
26. Muhammad Badar S.	3	3	4	4	4	18	90*
27. Muhammad Fahrur Rosidi	3	2	3	3	3	14	70*
28. Muhammad Imron Bagus	3	2	3	3	3	14	70*
29. Muhammad Isomuddin	3	3	4	4	4	18	90*
30. Mohammad Mahfud	3	3	3	4	4	17	85*
31. Muhammad Sandi	3	3	4	4	4	18	90*
32. Oktatia Kirmanta	3	3	4	4	4	18	90*

33. Putri Febriana Ayu L.	3	3	4	4	4	18	90*
34. Raiza Fahlevi	3	3	4	4	4	18	90*
35. Rani Fitrianiingsih	3	3	4	4	4	18	90*
36. Riani Kurniawan	3	2	3	4	4	16	80*
37. Siti Rodiah	3	3	4	4	4	18	90*
38. Suhaemi Hadi Ningsih	3	2	3	4	4	16	80*
39. Tias Eka Wahyu N.	3	2	3	4	4	16	80*
40. Titin Safitri	3	2	3	4	4	16	80*
41. Vendi Septiawan	2	2	2	4	3	13	65
42. Yusron Syahputra P.	2	3	2	3	3	13	65
N(42)	n (37)						

Notes:

- \* = get score  $\geq 70$
- F = Fluency
- P = pronunciation
- G = grammar
- V = vocabulary
- Cs = content of speech

The percentage of the students' speaking ability by using TPS as follows:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{37}{42} \times 100\%$$

$$E = 88\%$$

Notes:

- $E_2$  = the percentage of students in good category in cycle 1
- n = students in good category and excellent
- N = total students

In speaking test cycle 1, the percentage of the students who get at least 70 is 88%.

#### 4.5 The Results of the Reflection

The reflection was done collaboratively with T1 by having a discussion. In addition, the reflection in this cycle was done based on the results of the observation and the result of the speaking test. The results of the observation on the students' active participation in speaking class by using drama technique showed that in meeting 1 only 30 students or 71% of the students were participated actively in the speaking class. It means that the actions were unsuccessful. Therefore, it was necessary to revise some aspects for meeting 2.

The results of the reflection led to a conclusion that the action given in meeting 1 needed to be improved. There were several phenomenons that affected the failure of the actions to achieve the target indicators in this research. These several phenomena were the students' unwillingness in raising questions about the material given, and the students' unwillingness to give comments to their friends' performance. Besides, the time to do the last activity that was follow up activity was so limited because T2 spent much time on warm up activity, it was for about 15 minutes. Therefore, the improvement that were necessary to be done in meeting 2 were focused on motivating and raising the students' confidence, willingness to ask questions, and managing the time in order to make them efficiently used.

After revising some aspects which is needed to be improved in lesson plan 1, the result showed in meeting 2 that 37 students or 88% of the students participate actively in speaking class. This means that the revision of the actions in meeting 1 had positive effects to the actions in meeting 2. It was shown by the improvement of the percentage of the students who are active in the speaking class.

In brief, the following table gives clearer information about the improvement of the students' active participation in speaking class.

**Table 2. The Improvement of the Students' Active Participation in Speaking Class in Meeting 1 and Meeting 2**

No.	Indicators	Active students	
		Meeting 1	Meeting 2
1	Asking question	71%	88%
2	Answering Questions		
3	Interacting with other students in constructing the play		
4	Participating in playing drama		
5	Communicating interactively with other students in the play		
6	Giving comment to their friends'		

Besides, based on the results of the speaking test after being given the actions in cycle 1, it was known that those results had achieved the requirements considering that the actions were successful if 75% of the students have achieved the target score that was 70 or in good category and excellent. In addition, the result of the speaking test showed that there were 37 of 42 students or 88% in good category and excellent. It means the target score was achieved. Therefore, the actions were stopped.

#### 4.6 The Result of Interview

The interview was directed to the teacher as the interviewee. He said that he teaches speaking once a week and many techniques have been applied to make the students more actively involved in the TL process for instance: group discussion, making and performing dialogues, and paper presentation. Besides, he always asked the students to create their own media to learn some lessons in order to make the students interested and confidence with their own media. However, the students felt bored and were not involved actively in the speaking class. Thus, the use of drama

technique could help the students motivate and improve their speaking achievement. Moreover, it makes the students enjoy the lesson.

#### **4.7 The Results of Documentation**

Documentation was used to get the supporting data about the list of the research subject. The research subjects were the students of class XI IPS 1 of SMAN I Kalisat in the 2008/2009 academic year. The list of the names of the research subjects is enclosed on appendix 8.

#### **4.8 Discussion**

The technique used by the teacher of eleventh year students of SMAN I Kalisat to teach speaking ran unsuccessfully. The learning activities have made the students felt threatened, worried, and less confidence to share their ideas to the whole class. It did not enable the students to use the target language communicatively either. This finally caused low motivation and participation and achievement in the speaking class. This was shown by the results of the observation in the preliminary study with the indicators to be observed: (1) Asking question, (2) Answering question, (3) Paying attention, and (4) Performing the task. The results of the observation were very low, that were only 9 students of 42 students participate actively in the speaking class. Besides, their achievement in speaking class was low.

For that reason, drama technique was chosen as the alternative technique in teaching speaking to improve the students' participation and achievement in speaking class. After being given the action, which was teaching speaking by using drama technique in the eleventh year students of SMAN I Kalisat was better improved. The detail of the improvement can be described as follows.

In the preliminary study of teaching speaking in class XI IPS I only 21% of the students participated actively in the speaking class. Next, it was proven that drama technique chosen by the researcher was able to increase the students'

participation in speaking class. It could be seen from the percentage of the students who could fulfill at least four or more indicators of active participation that was 71% in meeting 1. However, the target indicator of active participation was 75%. This means, meeting 1 was not successful yet. The researcher went on to meeting 2 by implementing drama technique with the topic "Expressing Preference". In this meeting, the students who actively participated improved to 88%. This means that the action given in meeting 2 was successfully done. The result of speaking test through drama technique in cycle 1 indicated that more than 75% of the students reached score  $\geq 70$ . It means that the actions given in cycle 1 were successfully done.

This improvement of the students' participation might be caused by the use of drama technique as the teaching technique to teach speaking since it provides the students with a real communication, it focuses on the use of the target language, self expression, relaxing atmosphere, and learn language by doing. As Charter (1986:54) states that drama is a useful teaching strategy in the foreign language program because it deals with the language structure in an everyday context, including social and emotional problems. The students might become interested and they have good motivation to perform their language. This is also in line with Dougill (1987:7) statement that a drama activity is an important aid to help the students become more confident in their use of foreign language (English) by allowing them to experience the language in operation.

Thus, based on the results of this classroom action research, it could be said that the use of drama technique could improve the students' participation and achievement in speaking class, in the eleventh year students of SMAN I Kalisat in the 2008/2009 academic year.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the research conclusions and suggestions. The suggestions are given to the English teacher, the students, and other researchers.

#### 5.1 Conclusion

Based on the research results that have been discussed in the previous chapter, it can be concluded that the use of drama technique in one cycle could improve the students' participation and achievement in speaking class in the eleventh year students of SMAN I Kalisat in the 2008/2009 academic year. The improvement was indicated by the percentage of the students who were actively participated in the preliminary study compared to the percentage after being given the actions. In the preliminary study, the percentage of the students who were active was only 21%. While after being given the action in meeting 1, the percentage was improved to be 71%, and in meeting 2 was 88% of the students participated actively in the speaking class. Besides, the result of the speaking test showed that 37 or 88% of the students reached score  $\geq 70$ . It means that more than 75% of the students have achieved the target score that was 70 or in good category and excellent.

Drama technique used in this research also encouraged and increased the cooperation in the classroom so that the students were required to interact either with the teacher or with the other students more. Besides, drama technique gave the opportunity to the students to use the target language in a meaningful context completely with their facial expressions and gestures. Moreover, they enjoy performing their speaking by using drama. Most of them used facial expression and body movement when they are acting out with their friends in their group. Their speaking was more alive, and it gave more fun. This means that drama technique was able to improve the students' participation and achievement in speaking class.

## 5.2 Suggestions

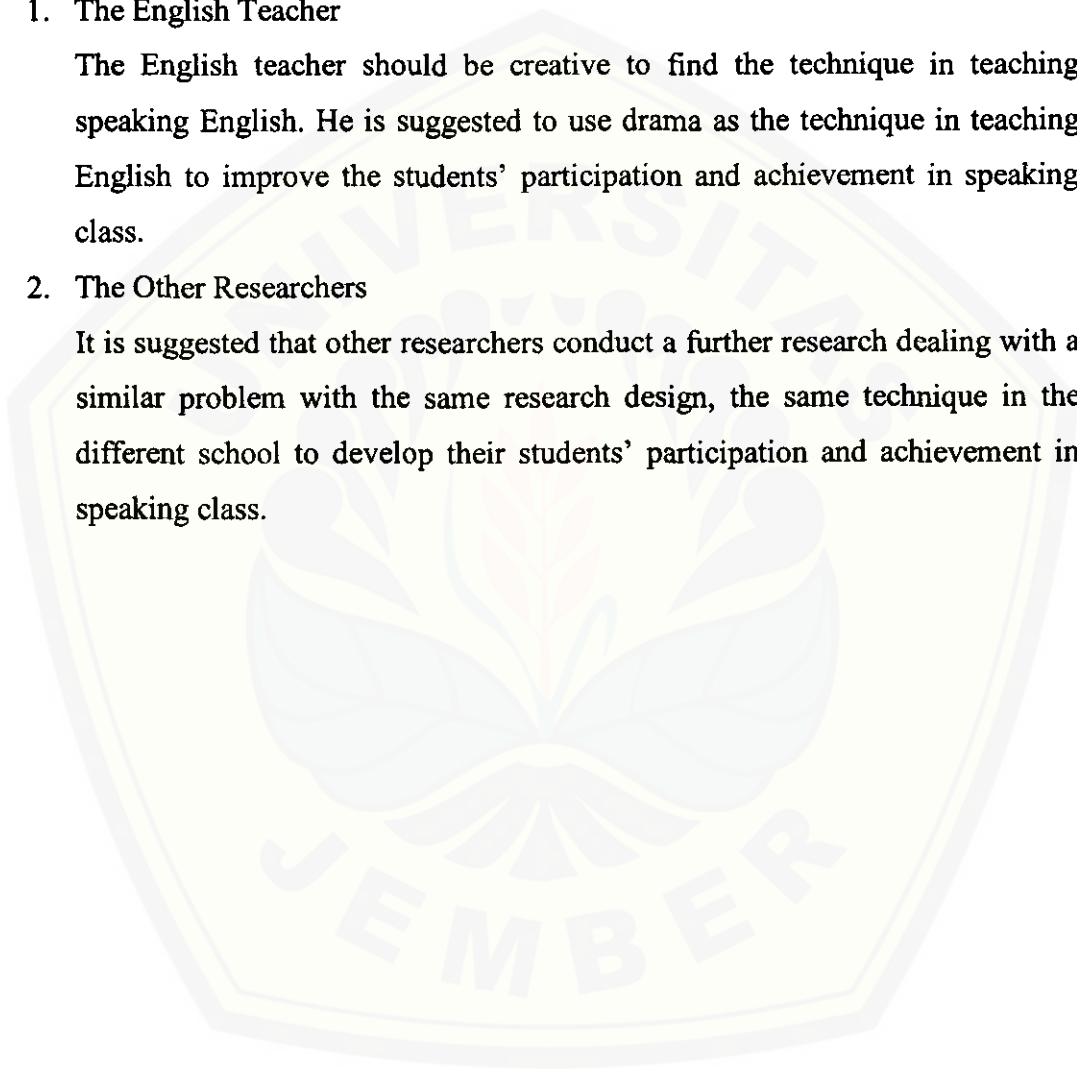
Since the use of drama technique could improve the students' participation and achievement in speaking class, some suggestions are given to the following people.

### 1. The English Teacher

The English teacher should be creative to find the technique in teaching speaking English. He is suggested to use drama as the technique in teaching English to improve the students' participation and achievement in speaking class.

### 2. The Other Researchers

It is suggested that other researchers conduct a further research dealing with a similar problem with the same research design, the same technique in the different school to develop their students' participation and achievement in speaking class.





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