



THE EFFECT OF DRAMA TEACHING TECHNIQUE BY USING ROLE-PLAY ON
THE SECOND YEAR STUDENTS' SPEAKING PERFORMANCE AT SMPN I
BANYUPUTIH IN THE 2003/2004 ACADEMIC YEAR

THESIS

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

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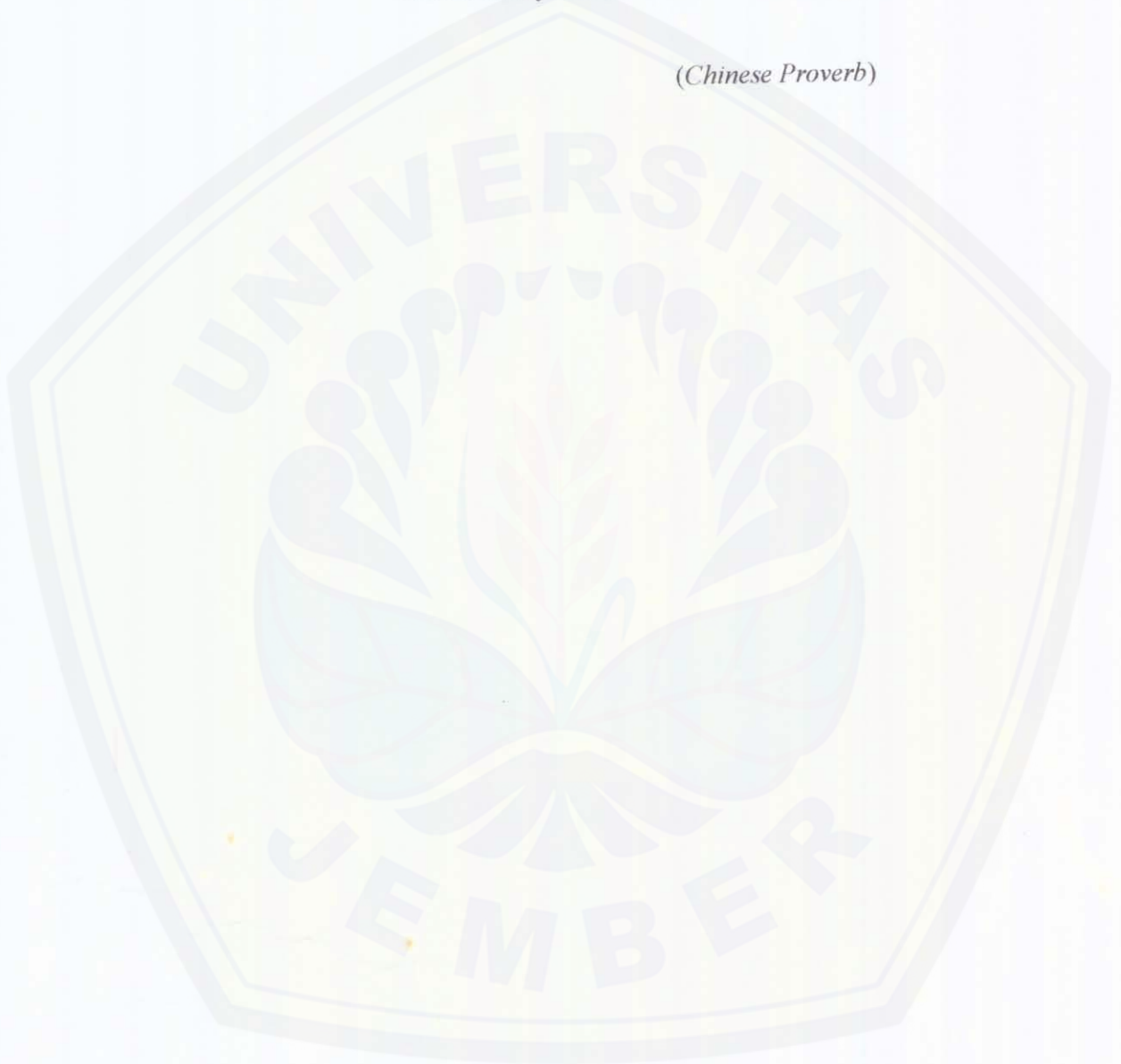
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MOTTO

“You hear then you forget.
You listen then you remember.
You do then you understand”

(Chinese Proverb)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, sisters and brothers.
2. My friends, especially the big family of Tiang theatre.



APPROVAL OF CONSULTANTS' SHEET

THE EFFECT OF DRAMA TEACHING TECHNIQUE
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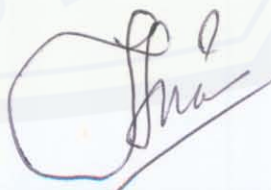
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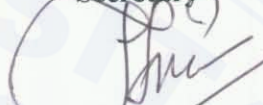
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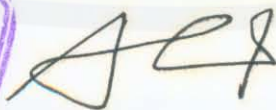
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The Writer

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ABSTRACT

Dia Febrianti, 2004. The Effect of Drama Teaching Technique by Using Role-Play on the Second Year Students' Speaking Performance at SMPN I Banyuputih in the 2003/2004 Academic Year.

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

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Key words : Role-play, speaking Performance

Drama technique has been the major concern in English as a foreign language teaching at secondary schools. Its contribution to the language teaching is to make the students more motivated to use English rather than to analyze it as the Target Language (TL). This research was to investigate whether there was a significant effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year. The research design was quasy-experimental that used randomized-post-test-only-control-group-design. The respondents of this research are the second year students of SMPN I Banyuputih in the 2003/2004 academic year, consisting of two classes taken by cluster random sampling from four homogenous classes as the population. Then by lottery, one class was determined as the experimental group and the other one as the control group. The experimental group was given three times of treatment that was teaching speaking using role-play, while the control group was taught speaking using question and answer. T-test formula was used to analyze the primary data in form of the students' speaking scores of the post-test. The result shows that the statistical computation value of the t-test is higher than that of t-table ($2.90 > 2.000$). In conclusion, there is a significant effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year. This means that the experimental group that was taught speaking by using role-play got better speaking test scores than the control group that was taught speaking by using question and answer. Based on the result of the research, the English teacher should also use role-play in teaching speaking in order to conduct the teaching learning process more communicatively.



I. INTRODUCTION

1.1. Background of the Study

In Indonesia, English is taught as one of the compulsory subjects in Junior High Schools to make the students able to communicate in English both in written and spoken forms. This can be seen in the 1994 English curriculum stating that the objective of teaching English in Junior High School is to make the students able to communicate in English actively or passively. This means that they should master the four major English skills; reading, speaking, listening and writing. Besides, the curriculum states that the range of vocabulary the students have to acquire in reading, speaking, listening and writing is around 750 words (Depdikbud RI 1993:11).

Unfortunately, many students have low motivation to learn English. They join the English class just to fulfill the requirement to graduate or to enter the university as what Via (1972:4) writes:

“There are so many students who don't know why they are learning English. They say they have to have it to take the entrance examination for the university. In addition, a large percentage of students think that studying English is some new torture method thought up by the ministry of education just to make their days in high school miserable”.

This indicates that it is impossible for the teachers to teach their students the Target Language (TL) without trying to make them interested in the TL itself. In other words, if the students are interested in the TL lesson, they might get involved in the teaching learning process naturally. In contrast, if they do not like the lesson, they will not learn the TL as what Meras (1962:81) notes that language learning is as natural and necessary as a process of eating. This means that the lesson is like the food for the students to eat. If they like the food they will eat it. Similarly, they will learn if they like the lesson.

The natural learning of a language can be made by controlling the atmosphere in the classroom not in a monotonous way. This is in line with Via's (1972:5) statement that the first thing and one of the most important things for learning or teaching English is the right atmosphere in the classroom. This

atmosphere can be gained by applying drama technique in the teaching learning process. In line with this, Imhoof (1972:4) notes that through the use of drama technique, the learning process will be much more enjoyable.

In drama technique, teachers may conduct different dramatic activities. One of the dramatic activities is role-play. Through the use of role-play, the enjoyment might come from the students' imagination of the characters and situations given. In line with this, Doff (in Arishi 1994:341) notes:

“Children and even teenagers and adults often imagine themselves in different situations and roles when they play games. So, by using role play in the class, we are building on something that the students naturally enjoy”.

In this cases, Via (1972: 5) states that English classroom is a language laboratory where the students should be able to practice the TL. Therefore, it is suggested for the teachers not only to teach students about the structure, vocabulary and pronunciation all the time, but they should also be able to guide and help their students to be active in using the TL orally. In this case, role-play is one of the effective activities that can encourage the students to speak in the TL. This is in line with Arishi's (1994:340) statement that in role-play, students loose their feelings of embarrassment at being called on to speak the foreign language.

Based on the informal interview conducted with the English teacher of the second year students at SLTPN I Banyuputih, role-play has never been applied in English classroom. The teacher usually uses question-and-answer technique to stimulate the students to be active in using the TL. Unfortunately, by using this technique, only few students are active.

Referring to the above ideas, it is assumed that role-play can be used to minimize the students' problem in learning English. Since role-play promotes oral communication, the main concern of this research is the students' speaking performance. Therefore, the effectiveness of role-play needs to be proved experimentally.

1.2. The Research Problem.

Based on the above background the research problem is:

Is there any positive effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year?

1.3. Operational Definition of the Terms

The terms that are necessary to be operationally defined in this research are drama teaching technique by using role-play and speaking performance.

1.3.1. Drama Teaching Technique by Using Role-Play

Drama teaching technique in this research deals with the technique of teaching English by using dramatic activities that allow the students to practice English with all their feeling and emotion. This is supported by Hong's (1987) statement that dramatic activities give the students opportunities to use their own personality in language learning. The dramatic activity applied in this research is role-play. In this case, the teacher uses dialogues that should be dramatized by the students in pairs. The students have their dialogues written on separated cards with their partner or as what Via (1987: 116) notes as "talk and listen cards". In this way, each student has one card that only consists of one person's line. This means that only the person who is going to speak will look at the script. While speaking, he/she must make eye contact with the partner. He/she is also expected to identify himself/herself with the given character and to behave as if the situation really happened.

1.3.2. Speaking Performance.

In this research, speaking performance deals with the students' ability in using the fluency, grammar, vocabulary, and pronunciation in expressing their ideas orally.

1.4. The Objective of the Research.

Related to the research problem, the objective of this research is:
To know whether or not there is a positive effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year.

1.5. The Significances of the Research.

This research result is expected to be significant for the teacher, the students and the other researcher.

1.5.1. The English Teacher

The result is useful as information to know the students' speaking performance through role-play. It can be used as consideration to develop the teaching of speaking by using role-play to improve the students' speaking skill.

1.5.2. The Students

The role-play activity, through the given dialogue, is useful to give practices to the students in using English orally like in the real situation.

1.5.3. The Other Researchers

The result is useful for the other researcher as a reference to conduct a further research dealing with a similar problem by using another research design, such as a classroom action research for developing the students' speaking skill through role-play.



II. LITERATURE REVIEW

Since role-play is one of dramatic activities in English Language Teaching (ELT), the discussion in this chapter is focused on the following topics: (1) drama technique in ELT; (2) the advantages of drama technique in ELT; (3) role-play in ELT and (4) the effect of role-play on the students speaking performance. Besides, hypothesis is also presented in this chapter.

2.1 Drama Technique in ELT

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 for theatrical purposes. The students are not trained to be professional actors or actresses who read the script and perform the play. Rather, they are trained to express their ideas orally with all their feeling and emotion and comprehend the intended meaning of what the other people speak. This is in line with Via's (1987:110) statement that drama is communication between people. Therefore, if the students are doing dialogues and if they are conveying the intended meaning, as opposed to reciting the lines, they are using drama.

The students often have similar feeling when trying to communicate in the TL. They may think of their performance with their limited vocabulary or be afraid of making mistakes of the language structure and they tend not to participate in speaking classes. In this case, Maley (1999:13) notes 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 in words orally. This is because if they do not speak, they cannot take a part in the class activities.

In addition, most of our everyday language learning occur through experience and drama technique provides this experiential need. For example, when the students ask the teacher what a dumb person is, it is easy for the teachers to explain by words that a dumb person is the one who cannot speak.

How effective the explanation will be, if the teachers ask the students have their mouth closed with a large tape and ask them to speak. In this case, the students might be asked to share the personal experience of how the dumb person feels. By practicing drama the students will not only know something based on the explanation or presentation but also share the experience of it. This is in line with Via's argument (1987: 110) that when teachers use drama technique in language classes; they can also provide meaningful dimension to rules and vocabulary.

Considering the effectiveness of drama technique in ELT, many language schools in some countries use it in English classes. It is described by Dougill (1987: 1) as follows:

“In training center in Kuwait a class of students is divided into groups, each of which is animatedly discussing a management crisis. In few minutes they will act out the scene in front of the rest of the class. In a secondary school in Spain students are in pairs, one of each pair with eyes shut and other giving verbal instructions as what to do. In a language school in Oxford, a group of adults are lying on the floor in silence listening to the sound around and within them”

The above description shows that by using drama technique language teachers have various activities to attract the students' participation in the teaching learning process, such as asking the students to share their ideas about management crisis or just to lie on the floor listening to their friends talking. In this way, they can feel as if they were in the discussion room or they can just relax identifying how other students speak the TL. These different situations in drama technique suggest the students to act out the plays based on the different dramatic events or what Via (1972:5) notes as dramatic situation.

2.2. Factors to Consider in Planning Teaching Using Drama Technique

In planning drama technique, teachers should consider some factors: the capability to conduct drama technique in ELT, the references of drama technique in ELT and the time to apply drama technique in ELT. Firstly, it is advisable for the teachers to start to teach drama themselves until they feel confident to conduct it in ELT. For the first time of conducting it, the teachers may use the familiar topic. In this term, the teachers can observe the students' activities and take notes

for some aspects that should be improved. In this case, the teachers might also develop their capability and confidence to conduct drama technique in ELT.

Secondly, it is important for the teachers to find some books or notes about drama technique as references to conduct it in ELT. Moreover, the references can be the sources for the teachers to compose the materials and modify the class activities.

Thirdly, the strategy of deciding the right time to apply drama technique in ELT is also the main concern of language teachers. Drama technique with its various activities can be used as the starting point for a unit of works in language program. For example, the teachers may ask the students to perform dialogues written in past sentences as the starting activities to teach the students about past tense. Besides, the teachers can integrate drama as the teaching strategy within the existing program. For example, the teachers may use role-play in speaking classes.

The above factors are in line with Charter's statements (1987:18) that in planning drama technique teachers should consider: (1) Drama teaching skill and confidence; (2) The resources available; (3) The time available".

By considering those factors, teachers can optimally develop students' capability in using the TL. This is because, with a good skill and confidence the teachers can construct a structured course in which the students could enjoy and participate in the teaching learning process actively. Moreover, by having many resources, teachers can provide various materials in which the students can learn many new vocabularies or utterances, language structures and different types of communication. In addition, teachers' capability to manage the available time might give sufficient time for the students to practice the TL.

Therefore, drama technique that is applied in language classroom based on teachers' consideration of the above factors, might give many advantages for the English Foreign Language (EFL) students.

2.3 The Advantages of Drama Technique for EFL Students

Drama technique provides some advantages for EFL students. Firstly, the main focus of using drama technique in language classroom is on the use of the TL in communication. This is dealing with Charter's (1986:1) statement that drama technique helps the child to understand the important language in order to participate in all sorts of communication. In other words, students do not always know every single word in the TL. However, through drama technique, the students might know the general content of the dialogues and keep in their mind the important utterances of every dialogue. They might use the utterances when they experience the same situation in their real life. Dealing with this, Charter (1986:2) adds that language acquisition and development are two of the most important objectives of drama. In other words, by using drama technique, the students are expected to acquire the TL and develop their capability in using it.

Secondly, drama through its use of physical gesture as another effective means of expression can help the students who experience difficulties in language use. In other words, whenever the students cannot express their ideas in the TL, they may use mimic or gestures to express them and so the listeners. Whenever they cannot catch what the speaker says, they may guess it based on the speaker's mimic or gestures. This is supported by Maley's statement (1999:6) that drama technique draw on the natural ability of every person to imitate, mimic and express himself or herself through gestures.

Thirdly, drama technique gives the students the experience to use different tone of voice and language structures. For example, in a formal drama, the students can practice a normal tone of voice and a standard sentence structure with the chosen words, which best describe their needs. However, when they should act as if they were angry, they need to speak simply with the highest tone of voice. Dealing with this, Charter (1986:2) notes that drama technique enable the students to try out a lot of different language structures and situations. They can use big deep voices and high quavering voices; they learn the tone of anger and the tone of persuasion.

Fourthly, drama technique can also 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 (1987:110) statement:

“ Actors and language learners alike need an 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 the same as the actors' need of non-threatening atmosphere to act in which everybody regards mistakes as something that commonly happens in the process of achieving the best. Furthermore, help is always available in order to get the success.

The above advantages are in line with Hong's statement (1987) that the advantages of using drama in language learning are:

1. Drama puts the emotional element, which is often lacking in teaching materials
2. It allows for the development of a relaxed, trusting classroom climate where the students are willing to take a risk in using language.
3. Drama engages the body in the language learning process.
4. It assists in development of paralinguistic features such as:
 - Gesture
 - Physical distance
 - The speed of speech
 - Rhythm and intonation
 - Loudness.
5. It allows for the development of language based on:
 - Speed of reaction
 - Sensitivity of the tone of the speaker
 - Insight
 - Anticipation
6. It allows for the development of a repertoire of registers in response to changes in:
 - Situation
 - Role and status of the speakers/listeners
 - Mood, attitude and feeling.
 - Channel of communication
7. Drama is self-motivating and it is enjoyable.

Based on the above statements, drama technique gives some contributions in ELT. Firstly, through drama technique, the students are trained to express their ideas with feeling and emotion. Secondly, by applying drama in ELT, the

language classroom might be relax in which the students might have no doubt to use the TL. Thirdly, drama technique allows the students to use their physical movement, so that they can express themselves fully. Fourthly, the students might know deeply about the rules to speak the TL, comprehend the intended meaning of the dialogue, respond appropriately to their partner and synchronize their action with the context they are in. The last, drama technique does not make the students feel bored in the classroom, but help them enjoy the teaching learning process. Furthermore, by using drama technique in ELT, teachers provide the students for not only learning the TL but also practicing it. Dealing with this, Via (1972:7) notes that by putting on a play, the teacher will have the students are learning by doing. In this case, the teacher might hold the different drama activities such as mime, improvisation, simulation and role-play. However, in this research, the focus of drama activities is role-play.

2.4 Role-Play in ELT

2.4.1 The Nature of Role-Play

Role-play is one of dramatic activities that often consists of a short scene, which can be realistic. In this activity, each student takes a certain role and acts it out in a particular situation with their partner as what Ladousse (1990:245) notes that role play is a simple drama in which the students play a part in a specific situation as inventive and playful as possible. In this case, Arishi (1994:339) describes that role-play is an activity that is dealing with the desire for realism. This means that role-play can be enacted around everyday life situation and it can give chance for the students to rehearse some typical activities that they usually perform in their real life. For example, when acting out a restaurant situation, there must be a customer (student A) who selects meals and shouts it to the waiter (student B). The waiter writes the order and gives it to the chef (student C). The chef prepares the order and gives it to the customer. Sometimes, the waiter forgets to write a part of the order or the chef says the certain food is not available even sends out the wrong food. In this way, the students can practice the language

function of requesting, clarifying, correcting or complaining that usually occur in real life.

In role-play, the students are given role-cards that explain in a simple language exactly what they are supposed to do. Underhill (1987:52) concedes that the instruction should be given in writing, in the native language if necessary and the teachers should check that the students understand it. It is important that role-play does not become an activity of comprehension of instruction.

There are some types of instruction that can be applied in conducting role-play. For example, the instruction consists of the description of a particular situation and the students' role in it. The students are asked to imagine themselves in that role and act it out based on the situation they are in. For more advanced students, the instruction may be expressed in term of general situation:

Imagine that you are a foreign tourist in Britain, and you want to visit Edinburgh. You are talking to a travel agent. Find out how to get there. Make your own decision about how to travel.

(Adopted from: Underhill, 1995:51)

The instruction can be made more specific to give the students more direction:

You are a foreign tourist in Britain. You want to visit Edinburgh, so you go to see travel agent. After you have explained the situation, ask him how to get to Edinburgh. Ask about the price, the traveling time, comfort, etc., and ask his opinion. Decide how you will travel and explain why.

(Adopted from: Underhill, 1995:51)

In addition, teachers can also make the instruction in form of "cued dialogue" in which the students interact on the basis of series of cues. In this way, they are required to develop the cues based on their own idea. The students will have the cues printed on separate cards as follows:

Learner A

You meet B in the street
 A: greet B
 B:
 A: ask B where is he going.
 B:
 A: suggest somewhere to go together
 B:
 A: accept B's Suggestion
 B:

Learner B

You meet A in the street
 A:
 B: greet A
 A:
 B: say you are going for walk
 A:
 B: reject A's suggestion. Make different suggestion
 A:
 B: express pleasure

(Adopted from: Littlewood, 1995:51)

The cued dialogue gives the interaction some of uncertainty and spontaneity involved in real communication. Therefore, the students must listen to their partner before formulating a definite response.

This research will be focused on the use of dialogues that should be dramatized by the students. The essential example to reference to dramatizing dialogues is actions that require the students' physical performance. Reading a dialogue while sitting on the desk shows very little physical performance. The following is the example of dialogue relevant to the relationship between two speakers through physical performance:

Tourist : (*Walk into the hotel with bag and go to the desk clerk*)
 Desk clerk : (*Smile at the tourist*) "Yes. May I help you?"
 Tourist : (*Put the bag down*) "Yes. I have a reservation. My last name is Johnson and my first name is Don."
 Desk clerk : (*Look at the reservation list*) How do you spell your last name?
 Tourist : Johnson. J-O-H-N-S-O-N.

A dialogue should never be learned by an individual alone because it does not make any sense. A complete dialogue may be read privately by at least two students for understanding the utterances and they might crosscheck the vocabulary in the dialogue. In this case, the students take turn to speak. First, they read the dialogue by heart to understand the words and they take turn listening to

each other. In this way the students will share the process of learning as what West (in Via, 1987:116) writes:

“ If one reads a line without speaking, looks up and then says the line, the words go from the eye to the brain where they are processed for a moment before they go out of the mouth. It is in that moment’s processing that learning takes place”.

Most of the students cannot optimally learn the TL because they are only memorizing the words in the dialogue without trying to understand the meaning of them. Therefore, when they take turn to speak, they cannot speak the dialogue communicatively. Dealing with this, Via (1987:116-117) notes:

1. the student has learned all the lines and says them out loud alternately with a partner; thus there are two monologues.
2. the student speaks when the partner stops speaking, whether the speaker has completed the sentence or not; thus there is no listening except to the sound of a voice.
3. the lines are spoken correctly but without any thought for their content; therefore ideas and feelings are not expressed.

In order to minimize the memorizing activity of the students in role-play, the teachers can give two kinds of separate cards between two speakers as what Via (1987:116) notes as talk and listen card. In this way, each student has one card that only consists of one person’s lines. This can be used to train the students get a full understanding of the dialogue so that they can express it communicatively.

The example of the talk and listen cards are as follows:

Card one

A: When I woke up this morning...
 B: ...
 A: When I woke up this morning...
 B: ...
 A: I know. I was thinking, so I repeated it
 B:...

Card two

A: ...
 B: Yes, yes, I am listening.
 A: ...
 B: You have already said that.
 A: ...
 B: Well, when you woke up this morning, what?

(Adopted from Via, 1987:116)

In practicing the "talk and listen cards", the students are required to make eye contact with their partner when speaking. For example, A reads a line to himself, and then looks at B and says the line to B. If he cannot remember the whole lines, he may look back at the text. Then he looks back at B, and continues to speak, while B is looking at and listening to what A is saying rather than reading his own lines. When A has finished his speech, B then looks at his line, read it to himself, looks at A and saying the line, and so on. However, if the students are not listening to each other, but waiting until the speaker has stopped, some blank spaces can be left on the dialogue cards, for example:

Card one

A: Would you go to...tonight?
 B: ...
 A: How about...
 B:...
 A: That's fine, I'll meet you at...
 at...

Card two

A:
 B: To...? I guess so, what
 time?
 A: ...
 B: At...? That's too..., could
 we make it at...? I'll meet
 you at...
 A:...

(Adopted from Via, 1987:117)

This encourages the students to listen to each other, since they cannot read what is being said. It is good to know that each time the students go through the dialogue.

The above description about the use of role-play in ELT shows that role-play is one of the effective drama activities that can be used to encourage the students to be active in speaking classes. Furthermore, some other advantages might come from the interesting and enjoyable activities that can be developed in role-play.

2.4.3 The Advantages of Role-Play

There are some advantages of using role-play, especially for the EFL students. Arishi (1994:339) writes that role-play is valuable because it replicates what the students will do in the real world. As in real world communication, in role-play the students should interact with others naturally. Further, the dialogue

can be extended by suggesting different physical performance to express the words. He adds that role-play encourages the students to use gestures, body movement, facial expression and all non-verbal elements, which are natural parts of talking.

Based on his experience of conducting role-play entitled “Kingsley Amis’ *Lucky Jim*”, Gerber (1999:199) notes that role-play has methodological and linguistic advantages. The methodological advantages are:

- a. There is no direct teacher intervention. Once the pupils grasp the idea, the activity keeps going ‘automatically’ for a whole lesson. Students help each other to formulate what they want to say.
- b. The atmosphere is very relaxed. There is frequent laughter and merriment.
- c. There is genuine interaction among the pupils.
- d. Students’ participation is extremely high. Even normally very passive pupils were prepared to put themselves forward spontaneously. There was a high turnover of pupils adopting the same role.
- e. The characters ask each other about the motivation behind their actions in the story. The presence of the author is very stimulating. Pupils discuss the importance and the function of the characters in the story.
- f. The joker is important. It is a means of ensuring the constant influx of new and unforeseen ideas to which pupils have to respond spontaneously. It allows for creativity and inventiveness and calls for even more rotation among the participants.

In brief, it can be said that role-play can be used to create a relaxed atmosphere of language learning in which the students can enjoy the teaching learning process fully. Further, it encourages the students to be more active, creative, expressive, imaginative and responsive, even for those who are normally passive.

Gerber explains (1999:199) that the linguistic advantages of role-playing are as follows:

- a. The English is more natural and more real than can normally be heard in a classroom. Pupils ask follow-up questions for clarification.
- b. The whole style is closer to colloquial English. There is variety in the registers, from formal, standard English to ‘bloody Dixon’ right through to ‘I was pissed’ (i.e. I was drunk).

- c. The students speak fluently and actively use words learnt from the text.
- d. A number of different speech acts occur, similar to the ones observe in the 'standard' approach above; the students (all of them) express opinions, agree, and disagree, gives example and so on.

In other words, by taking a part in role-play activity, the students can develop their speaking performance.

2.5 The Effect of Role-Play on the Students' Speaking Performance.

The application of role-play in English classroom has many effects on the teaching learning goals, especially in improving the students' speaking performance because most of the time the students are engaged with it. Klippel (1998:122) states that role-play improves students' oral performance. In this case, role-play provides situation in which the players have to use the TL correctly and adequately both in term of the TL itself or in the particular role that is acted out.

In a good play, the dialogue is performed as the way people talk. The students do not talk based on their memorization of the dialogue. However, they talk with a full understanding of the dialogue as what Via (1972:5) states that in a good play, the dialogue will be accurate and natural. This means that they do not just say the correct sentences but also deliver the utterances as should be said in the real life situation.

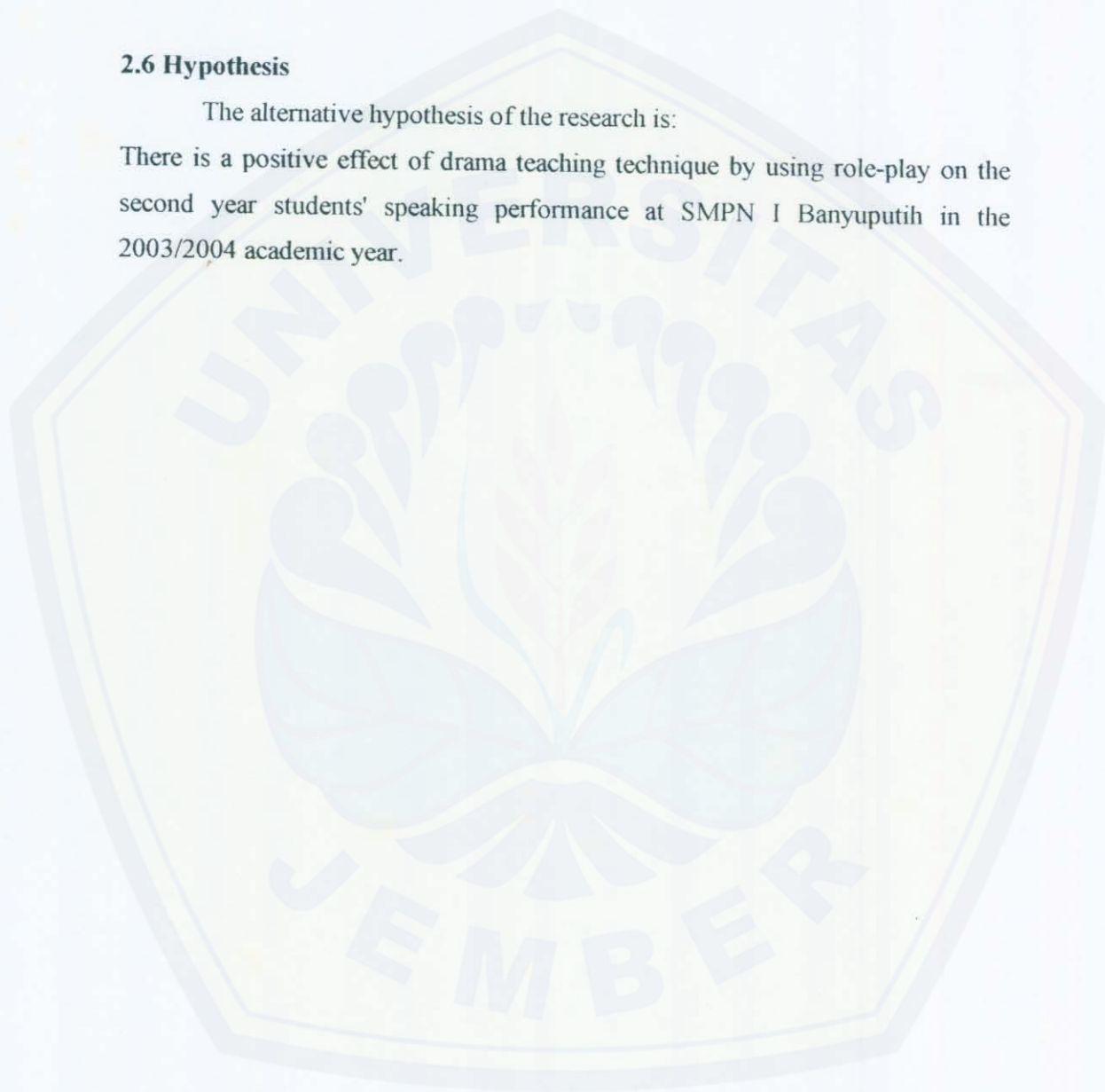
However in most classes, including the second year classes at SMPN I Banyuputih, the students have variety competencies in speaking. Some students do much more talking than others do, while some other students although have many English words stored up in their heads and good in structure, might get difficulties to release it. Role-play, with its interesting activities such as mime, move, listen and speaking, might attract all of the students to take a part in the activity. In line with this, Charter (1987:16) notes that role-play can be planned to extend to those who are more competent in self expression as well as to help those who are less competent in self expression or interact with others. In other words, through role-play activities, the teachers can encourage all of the students to express their ideas.

Considering the above explanations, role-play offers the benefit of language achievement to the students because role-play promotes the practice of the speaking skills. However, it is important to keep in mind that role-play influences the students' speaking performance.

2.6 Hypothesis

The alternative hypothesis of the research is:

There is a positive effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year.





III. RESEARCH METHODS

This chapter presents the research methods used in this research. They were research design, research area, research respondents, research instruments and data analysis method.

3.1 Research Design

This research was a quasy-experimental that used randomized post-test only control group design. From all of the available classes, two classes were taken as the respondents by cluster random sampling technique. Then by lottery one class was determined to be the experimental group and the other class was determined to be the control group. The experimental group was given treatment three times. It was taught speaking through role-play. While, the control group was taught speaking through question and answer. The post-test was given after the treatments to both the experimental group and control group to find out the mean difference of both groups. The design of this research can be described as follows:

	Treatment	Post Test
Experimental group (R)	X	T _{2e}
Control group (R)		T _{2c}

Note; X : Treatment
 T_{2e}: Post-test of the experimental group
 T_{2c}: Post-test of the control group
 R : Random

(Adapted from Suryabrata, 1989:43)

The research design was conducted through the following procedures:

1. Analyzing the second year students' English scores of semester I by using ANOVA (Analysis of Variance) in order to know the homogeneity of the population.

2. Taking two classes by cluster random sampling from the homogenous population. Then, one class is determined by lottery to be the experimental group and the other class to be the control group.
3. Maintaining the same condition for both groups, except one thing; the experimental group was taught speaking through role-play, while the control group was taught speaking through question and answer.
4. Giving posttest to both of the groups after the treatments.
5. Determining the mean of each group, that is T_e (mean of the experiment group) and T_c (mean of the control group), and measure the mean difference of both groups ($T_e - T_c$).
6. Using the t - test formula to test whether the difference is significant or not.

(Adapted from Suryabrata, 1983: 48-49)

3.2 Research Area

In order to know whether or not drama teaching technique by using role-play gives positive effect on the second year students' speaking performance, SLTPN I Banyuputih was chosen purposively as the area of this research. It was chosen based on the consideration that the teacher of SMPN I Banyuputih has never applied role-play in teaching speaking.

3.3 Research Respondents

The respondents of this research were the second year students of SMPN I Banyuputih that consisted of four classes with more or less thirty students in each class. However, it was not necessary to use all of the population as the respondents because there were more than a hundred students as the population. Arikunto (1998:120) notes that population can be carried out in the research if the number of the subjects is less than a hundred people, whereas, if the number of the subjects is more than a hundred people, the sample can be taken from 10% to 15% or 20% to 25% or more of the population.

Before taking the two classes as the samples, the homogeneity test was done to know whether the population was homogenous or not. To test the homogeneity of the population, the students' English scores of semester I were analyzed by using ANOVA formula (the formula to look for the mean difference of the population). The result of the analysis of ANOVA showed that the statistical value of f-test was lower than the critical value of f-table. This means that the population was homogenous. After being known that the population was homogenous, two classes were taken by cluster random sampling as the samples and then they were determined by lottery to be the experimental group (class II C) and the control group (class II A). The computation of ANOVA formula could be seen on Appendix 4.

3.4 Research Instrument

3.4.1 Test

In this research, the oral test was used to measure the students' speaking performance. The students were assigned individually to speak in front of the class for about 2-5 minutes dealing with the topic given by the teacher. Each student had the instruction written in a card. The instruction of the speaking test could be seen on Appendix 11.

The analytic method was used in this research because there were some aspects scored: fluency, grammar, vocabulary and pronunciation. As Hughes (1989:91) says that analytic method is a method of scoring which requires a separate score for a number of aspects of a task. In scoring the students' performance of each aspect, Hughes' rating scales (1989:111-112), which consist of five points of scoring, were used. The highest score was five and the lowest score was one. The Hughes' rating scale is presented on Appendix 12. These ratings were then weighted by 5. The resultant of each aspect and its score was then looked up in a table. The Hughes' table used in this research is presented on Appendix 13. The total of the resultant scores became the score of the student's speaking performance.

The above scoring system worked if the students' presentation consists of at least 3 utterances. Therefore, the students' presentations that consist of less than 3 utterances were deleted.

To make easier in collecting the data, the students' voice on the post-test was recorded. The scoring process involved two persons those are the researcher and the English teacher. In this way, after the researcher had scored the students' speaking performance, she asked the teacher to give some judgments of the scores. It was proposed to make the scoring result became more reliable. By considering the content validity, the test was constructed based on the teaching materials stated in the guidelines of the 1994 English curriculum for Junior High School. Those are recreation at the beach, recreation at the zoo and the expressions of making plan. The items of the test were made by the researcher was consulted to the English teacher at SMPN I Banyuputih. Dealing with the test reliability, this test was considered reliable since it was valid based on its content. This idea is supported by Hughes (1989:37)

3.4.2 Interview

In this research, interview was used to gain the supporting data about the teaching of speaking of the second year students at SMPN I Banyuputih. The interview was conducted with the English teacher by using a list of questions as the interview guide. The interview questions are enclosed on Appendix 3.

3.4.3 Observation

In this research, observation was done in the experimental and the control groups three times during the treatments were given. The observation guide in the form of checklist was used to observe the atmosphere of the speaking teaching learning process and the students' participation in it. The observation guide is presented on Appendix 3.

3.4 Data Analysis Method

The primary data were collected from the speaking test in form of scores that were analyzed statistically by using the formula of *t*-test. It was done to know whether the mean difference of both groups (experimental group and control group) was significant or not. The formula of the *t*-test was as follows:

$$t = \frac{M_a - M_b}{\sqrt{\left[\frac{\sum xa^2 + \sum xb^2}{n_a + n_b - 2} \right] \left[\frac{1}{n_a} + \frac{1}{n_b} \right]}}$$

Notes:

M_a = the mean of the experimental group

M_b = the mean of the control group

$\sum xa^2$ = the total individual square score deviation of the experimental group

$\sum xb^2$ = the total individual square score deviation of the control group.

n_a = the number of the respondents of the experimental group.

n_b = the number respondents of the control group

Degree of freedom:

$Db = (n_a + n_b) - 2$

Significance level: 5%

(Adapted from Hadi, 2001: 43)



IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the research results of the primary data, supporting data and discussion.

4.1 The Primary Data and the Data Analysis

The primary data deal with the students' speaking performance in the form of their scores of speaking test.

4.1.1 The Results of Post-Test (Speaking Test)

The post-test of speaking, in this research, was conducted on December 30th, 2003 for the experimental group (II C) and on December 31st, 2003 for the control group (II A). The posttest was given to both of the groups after the experimental group received three times of treatments.

As stated in the previous chapter, the test used in this research was oral test. It was conducted by asking the students to speak in front of the class about the given topic for about 2-5 minutes. For scoring purpose, the students' voices were recorded.

The students' speaking performance was evaluated from the aspects of speaking including fluency, grammar, vocabulary and pronunciation. In scoring the students' performance of each aspect, Hughes' rating scales (1989:111-112), which consist of five points of scoring, were used. The highest score was five and the lowest score was one. These ratings were then weighted by 5. The resultant of each aspect and its score was then looked up in a table. The total of the resultant score became the score of the student's speaking performance. The examples of the way of scoring the students' speaking performance are presented on Appendix 14.

The scores of the students' speaking performance of the experimental group and the control group in this research are presented in the Table 1 and 2 below.

Table 1. The Scores of the Students' Speaking Performance of the Experimental Group

No	Scores and the Resultants of Each Aspect of Speaking								Total Scores
	Fluency		Grammar		Vocabulary		Pronunciation		
	S	R	S	R	S	R	S	R	
1/F/E	4	20	3	15	4	20	4	20	75
2/M/E	4	20	4	20	4	20	4	20	75
3/F/E	4	20	3	15	4	20	5	25	80
4/M/E	2	10	5	25	3	15	4	20	70
5/M/E	2	10	4	20	3	15	5	25	70
6/F/E	5	25	5	25	3	15	4	20	85
7/F/E	5	25	5	25	3	15	4	20	85
8/M/E	3	15	4	20	3	15	4	20	70
9/F/E	4	20	4	20	3	15	4	20	75
10M/E	2	10	4	20	2	10	2	10	50
11/M/E	4	20	5	25	3	15	4	20	80
12/F/E	5	25	5	25	3	15	3	15	80
13/F/E	5	25	4	20	3	15	4	20	75
14/M/E	5	25	4	20	3	15	3	15	75
15/M/E	4	20	3	15	4	20	4	20	75
16/F/E	5	25	5	25	3	15	4	20	85
17/M/E	3	15	3	15	3	15	3	15	60
18/M/E	5	25	3	15	3	15	3	15	70
19/F/E	5	25	4	20	3	15	4	20	80
20/F/E	3	15	3	15	4	20	3	15	65
21/M/E	3	15	3	15	3	15	3	15	60
22/M/E	4	20	3	15	2	10	2	10	55
23/M/E	4	20	3	15	3	15	2	10	60
24/F/E	2	10	4	20	3	15	3	15	60
25/M/E	3	15	3	15	2	10	2	10	50
26/F/E	5	25	5	25	4	20	3	15	85
27/M/E	4	20	3	15	4	20	3	15	70
28/M/E	3	15	3	15	3	15	3	15	60
29/M/E	4	20	4	20	3	15	3	15	70
30/F/E	4	20	3	15	4	20	4	20	75
31/M/E	2	10	4	20	2	10	2	10	50
32/F/E	4	20	4	20	4	20	4	20	80

Notes: S : Scores

R : Resultants

F : Female

M: Male

E : Experimental Group

Table 1. The Scores of the Students' Speaking Performance of the Control Group

No	Scores and the Resultants of Each Aspect of Speaking								Total Scores
	Fluency		Grammar		Vocabulary		Pronunciation		
	S	R	S	R	S	R	S	R	
1/F/C	5	25	5	25	3	15	4	20	85
2/F/C	5	25	2	10	4	20	2	10	65
3/F/C	5	25	4	20	2	10	4	20	75
4/F/C	5	25	3	15	2	10	3	15	65
5/M/C	5	25	5	25	3	15	4	20	85
6/F/C	2	10	1	5	1	5	2	10	30
7/M/C	3	15	4	20	1	5	3	15	55
8/F/C	2	10	3	15	2	10	2	10	45
9/F/C	4	15	3	15	3	15	3	15	65
10/F/C	5	25	2	10	3	15	4	20	70
11/F/C	3	15	3	15	3	15	2	10	55
12/M/C	3	15	3	15	2	10	3	15	45
13/M/C	5	25	2	10	3	15	4	20	70
14/M/C	4	20	2	10	2	10	3	15	55
15/F/C	5	25	4	20	3	15	4	20	80
16/F/C	3	15	4	20	3	15	2	10	60
17/M/C	4	20	3	15	2	10	3	15	60
18/M/C	4	20	2	10	3	15	3	15	60
19/F/C	5	25	4	20	3	15	4	20	80
20/M/C	4	20	2	10	2	10	2	10	40
21/M/C	5	25	4	20	2	10	3	15	70
22/M/C	1	5	1	5	1	5	1	5	20
23/M/C	3	15	2	10	2	10	1	5	40
24/F/C	5	25	4	20	3	15	3	15	75
25/F/C	4	20	4	20	3	15	3	15	70
26/F/C	4	20	4	20	3	15	2	10	65
27/M/C	3	15	4	20	3	15	2	10	60
28/M/C	2	10	1	5	1	5	1	5	25

Notes: S : Scores

R : Resultants

F : Female

M: Male

C : Control group

The above Table 1 and 2 show that 22 (68,75%) students in the experimental group got the scores of 70-90 and 10 (31,25%) others got the scores of 40-69. While in the control group, 10 (32,26%) students got the scores of 70-90, 16 (51.61%) students got the scores of 40-69 and 2 (6,45%) students got the scores of 20-39. Three students' presentations (9,68%) were deleted because the students only joined the treatment for once and they spoke less than 3 utterances (see the scoring system in the research instruments on page 21).

Compared with the students in the experimental group, the students in the control group experienced more problems in speaking. Firstly, the most problem was vocabulary in which more than 45% of the students got the score of 2 and 1. This means that their vocabulary were very limited and sometime use inappropriate words (the score was 2) or even their vocabulary limitation were so extreme as to make the presentation virtually impossible (the score was 1). While in the experimental group, there were only 13% of the students got the score of 2. Secondly, in pronunciation, there were more than 35% of the students of the control group got the score of 2 and 1. This means that they frequent mispronounced the words that made understanding difficult (the score was 2) or even their pronunciation was frequently unintelligible (the score was 1). In the experimental group, there were only 16% of the students got the score of 2. Thirdly, there were 35% of the students in the control group did constant errors of grammar that frequently caused misunderstanding (the score was 2) or even their almost made inaccurate phrases (the score was 1), while in the experimental group at least the students got the score of 3, which means that they did frequent errors and occasionally caused misunderstanding. The last, in fluency, there were 14% of the students in the control group whose speeches were very slow and sometime were silent (the score was 2) or even their speeches were so halting and fragmentary that the presentations were virtually impossible (the score was 1), while in the experimental group there were 16 % of the students got the score of 2) under similar reason as that ones in the control group.

4.1.2 Statistical Analysis of the Data

The primary data that were obtained from the speaking test were analyzed by using t-test formula and consulted with the t-table with the significance level of 5%. t-test was done in order to know whether or not there is a significant effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year. The data analysis could be seen in the following Table 3:

Table 3. The Recapitulation of the Posttest Scores on Speaking Performance of the Experimental Group and Control Group

Experimental Group			Control Group		
The Number of Respondents	The Posttest Scores of Speaking		The Number of Respondents	The Posttest Scores of Speaking	
	Xa	Xa ²		Xb	Xb ²
1/F/E	75	5625	1/F/C	85	7225
2/M/E	75	5625	2/F/C	65	4225
3/F/E	80	6400	3/F/C	75	5625
4/M/E	70	4900	4/F/C	65	4225
5/M/E	70	4900	5/M/C	85	7225
6/F/E	85	7225	6/F/C	30	900
7/F/E	85	7225	7/M/C	55	3025
8/M/E	70	4900	8/F/C	45	2025
9/F/E	75	5625	9/F/C	65	4225
10/M/E	50	2500	10/F/C	70	4900
11/M/E	80	6400	11/F/C	55	3025
12/F/E	80	6400	12/M/C	45	2025
13/F/E	75	5625	13/M/C	70	4900
14/M/E	75	5625	14/M/C	55	3025
15/M/E	75	5625	15/F/C	80	6400
16/F/E	85	7225	16/F/C	60	3600
17/M/E	60	3600	17/M/C	60	3600
18/M/E	70	4900	18/M/C	60	3600
19/F/E	80	6400	19/F/C	80	6400
20/F/E	65	4225	20/M/C	40	1600
21/M/E	60	3600	21/M/C	70	4900
22/M/E	55	3025	22/M/C	20	400
23/M/E	60	3600	23/M/C	40	1600
24/F/E	60	3600	24/F/C	75	5625

25/M/E	50	2500	25/F/C	70	4900
26/F/E	85	7225	26/F/C	65	4225
27/M/E	70	4900	27/M/C	60	3600
28/M/E	60	3600	28/M/C	25	625
29/M/E	70	4900			
30/F/E	75	5625			
31/M/E	50	2500			
32/F/E	80	6400			
Total	2255	162425	Total	1670	107650

Note :

X_a = the students' speaking scores of the experimental group.

X_a^2 = the square of the student' speaking scores of the experimental group.

X_b = the students' speaking scores of the control group.

X_b^2 = the square of the students' speaking scores of the control group.

M/E = Male/Experimental Group

MC = Male/ Control Group

F/E = Female/ Experimental Group

F/C = Female/Control Group

From the above data, the computation of t-test on the students' speaking performance scores are as follows:

1. Calculating the mean score of the experimental group:

$$M_a = \frac{\sum X_a}{n_a} = \frac{2255}{32} = 70.47$$

2. Calculating the mean score of the control group:

$$M_b = \frac{\sum X_b}{n_b} = \frac{1670}{28} = 59.64$$

3. Calculating the total individual square score deviation of M_a :

$$\begin{aligned} \sum x_a^2 &= \sum X_a^2 - \frac{(\sum X_a)^2}{n_a} \\ &= 162425 - \frac{(2255)^2}{32} \\ &= 3517.97 \end{aligned}$$

4. Calculating the total individual square score deviation of Mb:

$$\begin{aligned}\sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 107650 - \frac{(1670)^2}{28} \\ &= 8046.43\end{aligned}$$

5. Calculating the t-test of speaking performance:

$$\begin{aligned}\text{t-test} &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{70.47 - 59.64}{\sqrt{\left(\frac{3517.97 - 846.43}{32 + 28 - 2}\right)\left(\frac{1}{32} + \frac{1}{28}\right)}} \\ &= \frac{10.83}{3.74} \\ \text{t-test} &= 2.90\end{aligned}$$

6. Calculating the degree of freedom

$$\begin{aligned}\text{Df} &= (na + nb) - 2 \\ &= (32 + 28) - 2 \\ &= 58\end{aligned}$$

Notes:

M_a = the mean of the experimental group

M_b = the mean of the control group

$\sum x_a^2$ = the total individual square score deviation of the experimental group

$\sum x_b^2$ = the total individual square score deviation of the control group.

n_a = the number of the respondents of the experimental group.

n_b = the number respondents of the control group

Based on the above statistical analysis of the data, the summary of the results of t-test could be seen in the Table 4 below:

Table 4. The Summary of the Results of t-test

	Experimental Group	Control Group
M	70.47	59.64
n	32	28
Σx^2	3517.97	8046.43
Df	58	
t- Statistic	2.90	
t- Table	2.000	

4.1.3 Hypothesis Verification

The alternative hypothesis of this research is formulated as follows: "There is a significant effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year. The hypothesis is accepted when the statistical value of t-test is higher than the critical value of t-table. However, the hypothesis is rejected when the statistical value of t-test is lower than the critical value of t-table.

The result of the statistical analysis of the data showed that the statistical value of t-test was 2.90, while the critical value of the t-table with the significance level of 5% and the degree of freedom (Df) of 58 was 2.000. This indicates that the statistical value of the t-test was significantly higher than the critical value of the t-table. This means that the alternative hypothesis was accepted. In other words, the second year students of SMPN I Banyuputih in the 2003/2004 academic year, who were taught speaking by using role-play performed better than those who were taught speaking by using question and answer.

4.2 The Results of Supporting Data

The supporting data were obtained from the interview and the observation.

4.2.1 The Results of Interview

The interview was done on 15th December 2003 with the English teacher of the second year students at SMPN I Banyuputih to get the supporting data about the teaching of speaking mainly about the teaching technique, the teaching media, the result of teaching speaking by using the technique, and the use of role-play in teaching speaking. From the interview, it was known that the English teacher taught speaking twice or three times a month. In the speaking classes, he often used question and answer technique. Firstly, he presented the material to the students. Secondly, he asked the students to answer some questions orally dealing with the given materials. Thirdly, he wrote some of the students' answers on the blackboard and discussed it together so that the students knew whether their answers were correct or not. In this way, the teacher only used blackboard as the media in teaching speaking.

The result of teaching speaking by using question and answer technique showed that there were less than ten students who were active. This means that most of them were passive. They would speak if the teacher pointed the students one by one, repeated the questions slowly and gave motivation to them. Moreover, the students looked under pressure. It happened because the teaching learning atmosphere was not enjoyable in which only the students who got the turn to answer the teacher's question should speak, while the other students were silent and focused their attention to him/her. This condition made the students difficult to answer the questions in English.

Besides, he has never used role-play in teaching speaking. He said that role-play in speaking classes would take much time and energy.

4.2.1 The Result of the Observation

The Observation was conducted three times during the treatments given, they were on 21st December 2003, 22nd December 2003, 28th December 2003 for the experimental group and on 21st December 2003, 23rd December 2003, and 28th December 2003 for the control group. It was done to know the atmosphere of the speaking teaching learning process and the students' participation in it.

The result of the observation showed that the students who were taught speaking using role-play in the experimental group, gave more response to the materials and the exercises given. Once they grasp the way to practice the role-play, the activity keep going for the whole lesson. The students helped each other to perform the dialog. They also tended to express their ideas in English orally. It was because the atmosphere of the speaking teaching learning process was more relaxed and enjoyable. There was frequent laughter and merriment.

In contrast, the students who were taught speaking by using question and answer technique were more passive. Most of them experienced difficulties to answer the questions in English orally. In this case, the class activities and atmosphere tended to be less communicative. When the teacher explained the materials, the students listened and wrote the explanation. They did not ask anything as if they have understood it. However, when the teacher asked some questions dealt with the materials had been explained, they did not answer it before the teacher gave them motivation and more explanation.

4.3 Discussion

The result of the statistical analysis of the data in this research showed that drama teaching technique by using role-play had a positive effect on the students speaking performance. For example, the students' mean of English scores of semester I in the experimental group was lower than the students' in the control group (see Appendix 4). However, the students in the experimental group got better speaking scores of the post-test compared with those in the control group (see the hypothesis verification on page 30). In other words, the students in the

control group experienced more problems in speaking than those in the experimental group. The problem was mostly in vocabulary aspect (see Table 2 on page 25). This means, drama-teaching technique by using role-play can be applied to increase the students' speaking performance since it had been proved effective in this research.

From the application of role-play in the speaking classes during the treatments in the experimental group, the students were more responsive to the given materials and exercises. They also tended to express their ideas in English orally. It was because the atmosphere of the speaking teaching learning process was more relaxed and enjoyable (see the result of observation on page 32). There was frequent laughter and merriment. Role-play helped the teacher and the students avoid monotonous situation during the speaking teaching learning activities.

In contrast, the students who were taught speaking by using question and answer technique were more passive. Most of them experienced difficulties to answer the questions in English orally. In this case, the class activities and atmosphere tended to be less communicative (see the result of observation on page 32). This statement supports the result of statistical analysis of the t-test indicating that drama technique through role-play could be effectively applied and even it could create relax atmosphere in the speaking teaching learning process.



V. CONCLUSION AND SUGGESTION

5.1. Conclusion

The result of the data analysis showed that the statistical value of the t-test was higher than the critical value of the t-table. This means that there was a positive effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year. In other words, the experimental group who was taught speaking by using role-play performed better than the control group who was taught speaking by using question and answer technique.

5.2 Suggestion

After knowing that there was a positive effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/2004 academic year, some suggestions are given to the teacher, the students and the other researchers.

1. The English teacher

It is better if the English teacher at SMPN I Banyuputih enriches the teaching activity by using role-play so that the students can improve their speaking performance. In addition, he should be sensitive of the atmosphere of the class, if there is a tendency that the students are bored with a certain way of teaching, he should teach using various technique to avoid the students' boredom.

2. The students

The students of SMPN I Banyuputih should be more involved actively in the English teaching learning process, so that they could improve their speaking performance.

3. The Other Researchers

The other researchers are suggested to conduct a further research dealing with a similar problem by using another research design, such as a classroom action research for developing the students' speaking skill through role-play.



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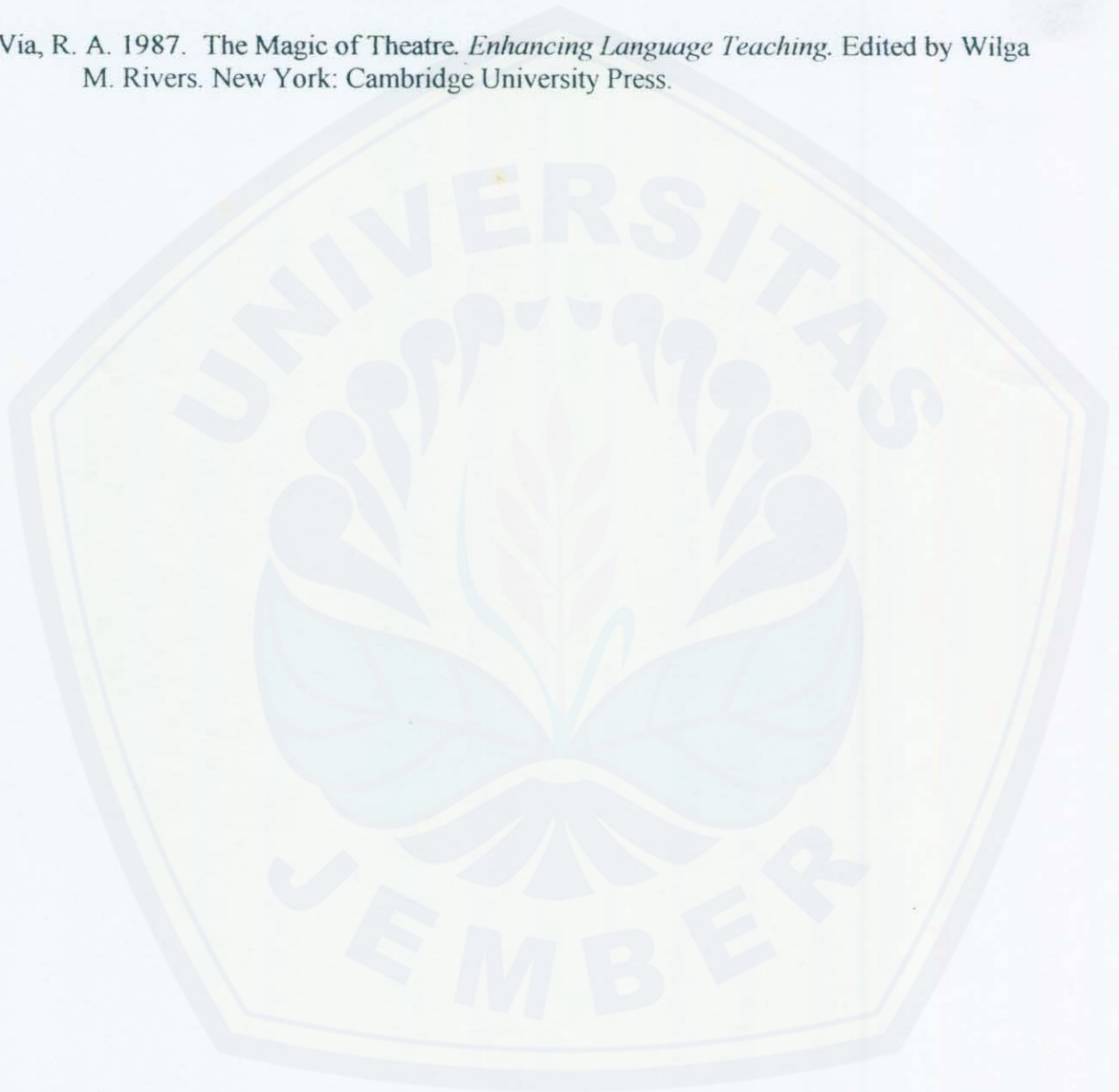


Table 5. Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method.	Hypothesis
The effect of Drama Teaching Technique by Using Role-Play on the Second Year Students' Speaking Performance at SMPN I Banyuputih in the 2003 / 2004 Academic Year	Is there any positive effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003 / 2004 academic year?	1. Independent: Teaching speaking by using role-play 2. Dependent: The second year students' speaking performance	Indicated by their scores of speaking test evaluated from: -fluency -grammar -vocabulary -pronunciation	1. Respondents: The second year students of SMPN I Banyuputih in the 2003/ 2004 academic year 2. Informant: the English teacher of the second year students of SMPN I Banyuputih	1. Research Design: Post-test-only-control-group design 2. Research Area: Purposive method 3. Research Respondent Determination: Cluster random sampling 4. Research Instrument: a. Primary data - Speaking test b. Supporting data: - Interview - Observation 5. Data analysis method: $f = \frac{M_a - M_b}{\sqrt{\left[\frac{\sum Xa^2 + \sum Xb^2}{n_a + n_b - 2} \right] \left[\frac{1}{n_a} + \frac{1}{n_b} \right]}}$	Alternative: There is a positive effect of drama teaching technique by using role-play on the second year students' speaking performance at SMPN I Banyuputih in the 2003/ 2004 academic year

Notes:
 M_a = the mean of the experimental group
 M_b = the mean of the control group
 $\sum X_a^2$ = the total individual score square deviation of M_a
 $\sum X_b^2$ = the total individual score square deviation of M_b
 n_a = the number of subjects in the experimental group
 n_b = the number of subjects in the control group

Table 6. The Schedule of the Research Activities

No	Day/Date	Time	Research activities	
			Experimental group	Control Group
1	Monday/ 22 nd Dec 2003	07.30- 09.00	Treatment I (Recreation at the Beach)	
2	Tuesday/ 23 rd Dec 2004	06.45- 08.15	Treatment II (Recreation at the Zoo)	
3	Tuesday/ 23 rd Dec 2004	08.15- 09.45		Treatment I (Recreation at the Beach)
4	Wednesday/ 24 th Dec 2004	12.20- 13.00		Treatment II (Recreation at the Zoo)
5	Monday/ 29 th Dec 2003	07.30- 09.00	Treatment III (The Expressions of Planning)	
6	Tuesday/ 30 th Dec 2004	06.45- 08.15	Post-test	
7	Tuesday/ 30 th Dec 2004	08.15- 09.45		Treatment III (The Expressions of Planning)
8	Wednesday/ 31 st Dec 2004	06.45- 08.15		Post-test

Supporting Data Instruments

Table 7. Interview questions

No	Questions	Sources
1.	Do you teach speaking to the students?	The English teacher of the second year students at SMPN I Banyuputih
2.	How often do you teach speaking?	
3.	Could you explain me about the technique do you use in teaching speaking?	
4.	What media do you usually use in teaching speaking?	
5.	What is the result of teaching speaking by using the technique?	
6.	Have you ever used role-play activity in teaching speaking? Why?	

Table 8. Observation Guide for Both groups

No	Data Taken	yes	no
1	The atmosphere of the teaching learning process is relax and enjoyable.		
2.	The students are mostly responsive to the materials and the exercises given		
3.	The students actively use English to express their ideas during the teaching learning process		

Table 9. The Recapitulation of the Students' English Scores of Semester I Using Anova

NO	IIA		IIB		IIC		IID	
	X _A	X _A ²	X _B	X _B ²	X _C	X _C ²	X _D	X _D ²
1	80	6400	60	3600	85	7225	60	3600
2	65	4225	70	4900	80	6400	65	4225
3	50	2500	60	3600	70	4900	50	2500
4	70	4900	65	4225	60	3600	70	4900
5	70	4900	60	3600	60	3600	65	4225
6	80	6400	80	6400	80	6400	70	4900
7	60	3600	60	3600	80	6400	65	4225
8	70	4900	65	4225	70	4900	85	7225
9	65	4225	60	3600	70	4900	70	4900
10	70	4900	65	4225	60	3600	65	4225
11	80	6400	70	4900	65	4225	80	6400
12	75	5625	70	4900	60	3600	65	4225
13	50	2500	75	5625	65	4225	75	5625
14	70	4900	65	4225	75	5625	75	5625
15	80	6400	50	2500	60	3600	50	2500
16	80	6400	50	2500	70	4900	70	4900
17	70	4900	60	3600	60	3600	70	4900
18	70	4900	65	4225	65	4225	65	4225
19	75	5625	70	4900	80	6400	75	5625
20	50	2500	70	4900	60	3600	75	5625
21	80	6400	65	4225	65	4225	70	4900
22	70	4900	70	4900	70	4900	70	4900
23	70	4900	65	4225	70	4900	75	5625
24	60	3600	50	2500	60	3600	70	4900
25	60	3600	65	4225	75	5625	60	3600
26	80	6400	70	4900	80	6400	70	4900
27	75	5625	65	4225	60	3600	50	2500
28	70	4900	60	3600	60	3600	50	2500
29	60	3600	70	4900	80	6400	65	4225
30	75	5625	70	4900	65	4225	50	2500
31	65	4225	65	4225	50	2500	75	5625
32					70	4900		
Σ	2145	150875	2005	131075	2180	150800	2070	140750
M	69.194		64.677		68.125		66.774	

From the above data, the computation of students' English Scores of Semester I Using Anova are as follows:

$$\begin{aligned} 1. SST &= \sum x^2 + \frac{(\sum x)^2}{N} \\ &= 573500 - \frac{(8400)^2}{125} \\ &= 9020 \end{aligned}$$

$$\begin{aligned} 2. SSB &= \frac{(\sum x_A)^2}{n_A} + \frac{(\sum x_B)^2}{n_B} + \frac{(\sum x_C)^2}{n_C} + \frac{(\sum x_D)^2}{n_D} - \frac{(\sum x)^2}{N} \\ &= \frac{4601025}{31} + \frac{4020025}{31} + \frac{4752400}{32} + \frac{4284900}{31} - 564480 \\ &= 353,46 \end{aligned}$$

$$\begin{aligned} 3. SSW &= SST - SSB \\ &= 9020 - 353,46 \\ &= 8666,54 \end{aligned}$$

$$\begin{aligned} 4. a. Dfb &= K - 1 \\ &= 3 \end{aligned}$$

$$\begin{aligned} b. Dfw &= N - K \\ &= 121 \end{aligned}$$

$$\begin{aligned} 5. MSB &= \frac{SSB}{Dfb} \\ &= \frac{353,46}{3} \\ &= 117,82 \end{aligned}$$

$$\begin{aligned} MSW &= \frac{SSW}{Dfw} \\ &= \frac{8666,54}{121} \\ &= 71,62 \end{aligned}$$

$$\begin{aligned} 6. f\text{-test} &= \frac{MSB}{MSW} \\ &= \frac{117,82}{71,62} \\ &= 1,65 \end{aligned}$$

f-table (Dfb),(Dfw) at the 5 % significant level.

f-table (3), (121) = 2.68

f-test < f- table = 1,65 < 2.68

Where :

- SST : Sum of squares total group
- SSB : Sum of squares between group
- SSW : Sum of squares within group
- Dft : Total degree of freedom
- Dfb : Total degree of freedom between group
- Dfw : Total degree of freedom within group
- MSB : Mean squares between group
- MSW : Mean square within group

LESSON PLAN I

Theme : Recreation
 Sub-theme : At the beach
 Class : Experimental class
 Technique : Drama
 Time : 2x45 minutes

I. General Instructional Objective

By mastering + 250 new vocabularies in the vocabulary mastery level of 750 vocabularies and the structures related to the chosen theme and sub-theme, the students are expected to be able to have language skill of speaking.

II. Specific Instructional Objective

The Students are able to express their ideas orally through practicing role-play about *Recreation at the Beach*.

III. Materials

- The description of beach
- The names of famous beaches
- Vocabularies dealing with beach
- Dialogues about recreation at the beach

IV. Teaching Learning Process

- Approach : Communicative Approach
- Procedures :

Teacher's Activities	Students' Activities	Time
<p>Introduction</p> <ul style="list-style-type: none"> - Greeting - Asking some leading questions - Telling about the that topic will be discussed 	<p>Introduction</p> <ul style="list-style-type: none"> - Responding to the teacher - Answering the questions - Listening to the teacher 	<p>2'</p> <p>5'</p> <p>3'</p>
<p>Main Activities</p> <ul style="list-style-type: none"> - Explaining about beach (the definition, the examples and some vocabularies deal with beach) - Explaining about role-play and the procedure of it. - Preparing role-play activities such as; setting the class and distributing the role-cards. 	<p>Main Activities</p> <ul style="list-style-type: none"> - Listening and writing the teacher's explanation - Listening to the teacher - Preparing role-play activities such as; setting the class and learning the role-cards 	<p>10'</p> <p>5'</p> <p>10'</p>

-Asking the students to practice role-play in pairs about <i>Recreation at the Beach</i> based on the role cards given by the teacher.	-Practicing role-play in pairs about <i>Recreation at the Beach</i> based on the role cards given by the teacher	40'
-Giving comments on the students' performance.	-Listening to the teacher	10'
Closure	Closure	
- Concluding the materials.	- Listening to the teacher	3'
- Leave taking	- Leave taking	2

V. Sources and Media

- Sources : GBPP, Let's Learn English 2 and Oxford Advance Learner's Dictionary of Current English.
- Media : Role-cards

VI. Evaluation

- Process : conducted by asking the students to practice role-play during the teaching of speaking
- Indicators : fluency, grammar, vocabulary and pronunciation

The Example of the Role-Cards

1. ENY

Eny : Do you like beach, Rina?

Rina :

Eny : According to you
what is the most beautiful
beach in Indonesia?

Rina :

Eny : beach? Yes, I agree
with you.

RINA

Eny :

Rina : How about you, Eny?

Eny :

Rina : I thinkbeach is the most
beautiful one.

Eny :

2. NIA

Nia : Hi, Andy. Yesterday, I went
to a beach with my family

Anton :

Nia :beach.

Anton :

Nia :

ANTON

Nia :

Anton : Really? Whatdid you
visit?

Nia :

Anton :beach? Is it
beautiful?

Nia :

3. FATHER

Father : It is 04.00 p.m now. It is the
time to go home.

Fery :

Father : Can we seefrom
here?

Fery :

Father :o'clock ? O.K. We
will see it before we go

home

Fery :

FERY

Father :

Fery : Not now, dad. The sunset
must be beautiful.

Father :

Fery : Of course dad. We can see
it from here at about

.....o'clock

Father :

Fery : Thank you, dad!

LESSON PLAN II

Theme : Recreation
 Sub-theme : At the Zoo
 Class : Experimental class
 Technique : Drama
 Time : 2x45 minutes

I. General Instructional Objective.

By mastering + 250 new vocabularies in the vocabulary mastery level of 750 vocabularies and the structures related to the chosen theme and sub-theme, the students are expected to be able to have language skill of speaking

II. Specific Instructional Objective:

The Students are able to express their ideas orally through practicing role-play about *Recreation at the Zoo*.

III. Materials

- The description of zoo
- The names of famous zoo
- Vocabularies dealing with zoo
- Dialogues about recreation at the zoo

IV. Teaching Learning Process

- Approach : Communicative Approach
- Procedures :

Teacher's Activities	Students' Activities	Time
Introduction	Introduction	
- Greeting	- Responding to the teacher	2'
- Asking some leading questions	- Answering the questions	5'
- Telling about the topic that will be discussed	- Listening to the teacher	3'
Main Activities	Main Activities	
- Explaining about "Zoo" (the definition, the examples and some vocabularies deal with Zoo).	- Listening and writing the teacher's explanation.	10'
- Preparing role-play activities such as; setting the class and distributing the role-cards.	- Preparing role-play activities such as; setting the class and learning the role-cards	10'

- Asking the students to practice role-play in pairs about <i>Recreation at the Zoo</i> based on the role cards given by the teacher.	- Practicing role-play in pairs about <i>Recreation at the Zoo</i> based on the role cards given by the teacher	45'
- Giving comments the students' performance.	- Listening to the teacher	10'
Closure	Closure	
- Concluding the materials.	- Listening to the teacher	3'
- Leave taking	- Leave taking	2'

V. Sources and Media

- Sources : GBPP, Let's Learn English 2 and Oxford Advance Learner's Dictionary of Current English.
- Media : Role-cards

VI. Evaluation

- Process : conducted by asking the students to practice role-play during the teaching of speaking
- Indicators : fluency, grammar, vocabulary and pronunciation

The Example of the Role-Cards

1. **ARDY**

Ardy : What animals do you want to see, Bety?

Bety :

Ardy :and..... Hi, Look!

How big is the elephant.

Bety :

Ardy:

BETY

Ardy :

Bety : I want to see.....,, and How about you?

Ardy :

Bety : Do you think that elephant is dangerous ?

Ardy:

2. **RIZA**

Riza : Look! The animal has a long neck. What animal is that?

Andy :

Riza : It is eating.....

ANDY

Riza :

Andy : That is..... Do you know, what is theeating?

Riza :

3. **NINA**

Nina : Can we seeand..... here, John?

John :

Nina : I want to touch a tiger, John!

John :

JOHN

Nina :

John :

Nina :

John :? No. It is a dangerous animal.

LESSON PLAN III

Theme : Recreation
 Sub-theme : Expressions of planning
 Class : Experimental class
 Technique : Drama
 Time : 2x45 minutes

I. General Instructional Objective.

By mastering + 250 new vocabularies in the vocabulary mastery level of 750 vocabularies and the structures related to the chosen theme and sub-theme, the students are expected to be able to have language skill of speaking

II. Specific Instructional Objective:

The students are able to express their ideas orally through practicing role-play about *Making Plan* for the next weekend.

III. Materials

- The expressions of making plan
- Dialogues about recreation making plan for the next weekend

IV. Teaching Learning Process

- Approach : Communicative Approach
- Procedures :

Teacher's Activities	Students' Activities	Time
<p>Introduction</p> <ul style="list-style-type: none"> - Greeting - Asking some leading questions - Telling about the topic that will be discussed 	<p>Introduction</p> <ul style="list-style-type: none"> - Responding to the teacher - Answering the questions - Listening to the teacher 	<p>2'</p> <p>5'</p> <p>3'</p>
<p>Main Activities</p> <ul style="list-style-type: none"> - Explaining and giving examples about the expressions of planning. - Preparing role-play activities such as; setting the class and distributing the role-cards. - Asking the students to practice role-play in pairs about their plan for the next weekend based on the role cards given by the teacher. 	<p>Main Activities</p> <ul style="list-style-type: none"> - Listening and writing the teacher's explanation - Preparing role-play activities such as; setting the class and learning the role-cards - Practicing role-play in pairs about their plan for the next weekend based on the role cards given by the teacher 	<p>10'</p> <p>10'</p> <p>45'</p>

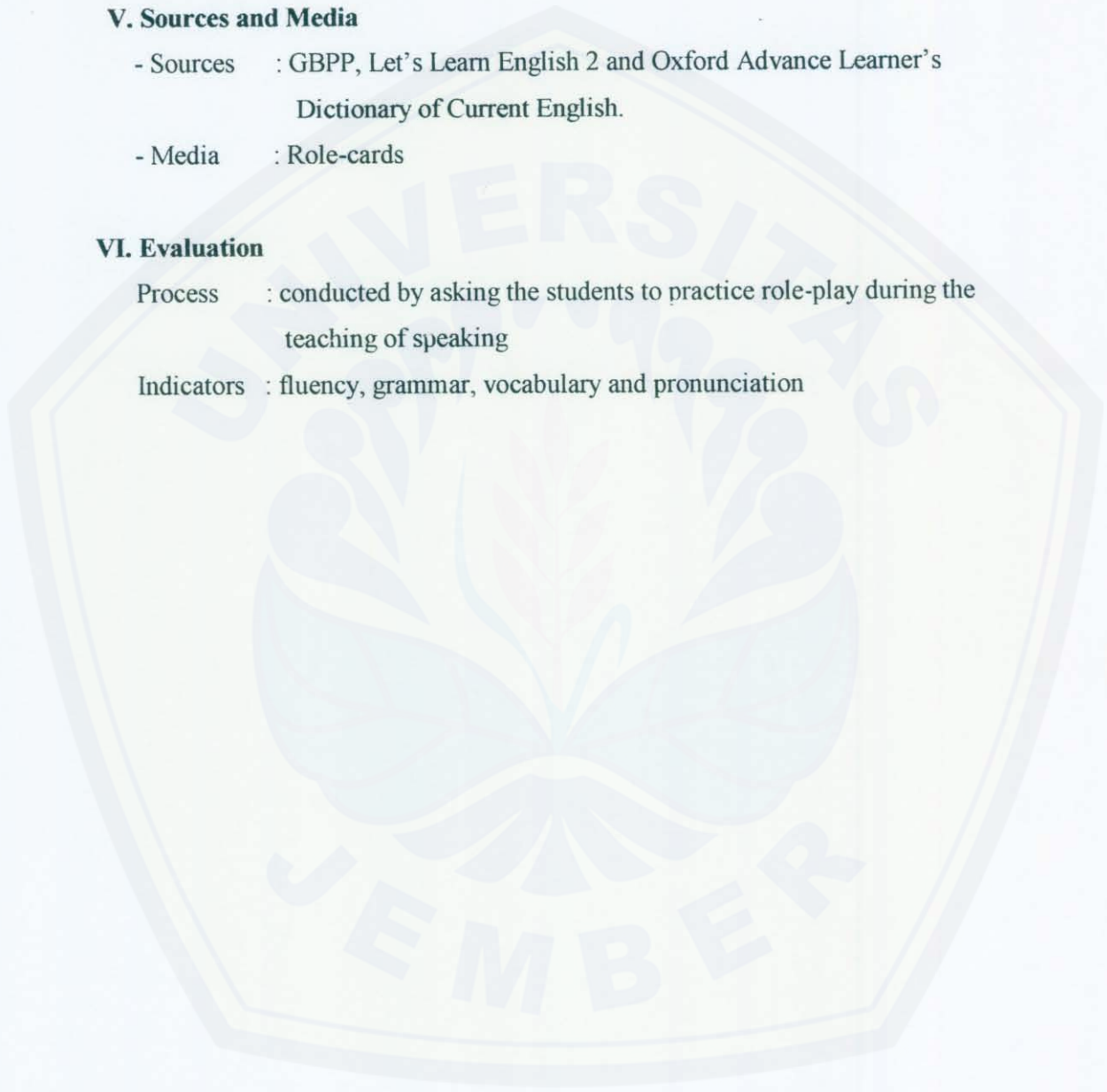
- Giving comments on the students' performance. Closure - Concluding the materials. - Leave taking	-Listening to the teacher Closure - Listening to the teacher - Leave taking	10' 3' 2'
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V. Sources and Media

- Sources : GBPP, Let's Learn English 2 and Oxford Advance Learner's Dictionary of Current English.
- Media : Role-cards

VI. Evaluation

- Process : conducted by asking the students to practice role-play during the teaching of speaking
- Indicators : fluency, grammar, vocabulary and pronunciation



The Example of the Role-Cards

1. **FATHER**

Father : Ani, come here. I want to talk to you.

Ani :

Father : Do you have any plan for your weekend?

Ani :

Father : Yes. I plan to go to

ANI

Father :

Ani :

Father :

Ani : Dou you plan to have a picnic with us, dad?

Father :

2. **ADL**

Ari:

Adi: ... How about you?

Ari:.....

ARI

Ari :

Adi : No, I haven'tplananything.

How about you?

Ari :

3. **ARA**

Ara : What do you plan to do in the next weekend?

Ali :

Ara :

ALI

Ara :

Ali : How about you?

Ara :

LESSON PLAN I

Theme : Recreation
 Sub-theme : At the beach
 Class : Control Group
 Technique : Question and answer
 Time : 2x45 minutes

I. General Instructional Objective.

By mastering + 250 new vocabularies in the vocabulary mastery level of 750 vocabularies and the structures related to the chosen theme and sub-theme, the students are expected to be able to have language skill of speaking

II. Specific Instructional Objectives

1. The students are able to express their ideas about *Recreation at the Beach* orally by answering the teacher's questions.
2. The students in pairs are able to read a simple conversation about *Recreation at the Beach* loudly.

III. Materials

- The description of beach
- The names of famous beach
- Vocabularies dealing with beach
- Dialogues about recreation at the beach

IV. Teaching Learning Process

- Approach : Communicative Approach
- Procedures :

Teacher's Activities	Students' Activities	Time
Introduction	Introduction	
- Greeting	- Responding to the teacher	2'
- Asking some leading questions	- Answering the teacher's questions	5'
- Telling about the topic will be discussed	- Listening to the teacher	3'
Main Activities	Main Activities	
- Explaining about beach (the definition, the examples and some vocabularies deal with beach)	- Listening and writing the teacher's explanation	10'
- Asking the students to answer some	- Answering the teacher's	40'

<p><i>Beach</i> orally.</p> <ul style="list-style-type: none"> - Discussing the students' mistakes in giving the answers - Asking the students to read a simple conversation about <i>Recreation at the Beach</i> loudly in pairs. <p>Closure</p> <ul style="list-style-type: none"> - Concluding the materials. - Leave taking 	<ul style="list-style-type: none"> - Listening to the teacher - Reading a simple conversation about <i>Recreation at the Beach</i> loudly in pairs. <p>Closure</p> <ul style="list-style-type: none"> - Listening to the teacher - Leave taking 	<p>15'</p> <p>10'</p> <p>3'</p> <p>2'</p>
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V. Sources and Media

- Sources : GBPP, Let's Learn English 2 and Oxford Advance Learner's Dictionary of Current English.
- Media : -

VI. Evaluation

- Process : conducted by asking the students to answer some questions orally during the teaching of speaking.
- Indicators : fluency, grammar, vocabulary and pronunciation.

LESSON PLAN II

Theme : Recreation
 Sub-theme : At the Zoo
 Class : Control Group
 Technique : Question and Answer
 Time : 2x45 minutes

I. General Instructional Objective.

By mastering + 250 new vocabularies in the vocabulary mastery level of 750 vocabularies and the structures related to the chosen theme and sub-theme, the students are expected to be able to have language skill of speaking

II. Specific Instructional Objectives

1. The students are able to express their ideas about *Recreation at the Zoo* orally by answering the teacher's questions.
2. The students in pairs are able to read a simple conversation about *Recreation at the Zoo* loudly.

III. Materials

- The description of zoo
- The names of famous zoo
- Vocabularies dealing with zoo
- Dialogues about recreation at the zoo

IV. Teaching Learning Process

- Approach : Communicative Approach
- Procedures :

Teacher's Activities	Students' Activities	Time
Introduction	Introduction	
- Greeting	- Responding to the teacher	2'
- Asking some leading questions	- Answering the teacher's questions	5'
- Telling about the topic that will be discussed	- Listening to the teacher	3'
Main Activities	Main Activities	
- Explaining about Zoo (the definition, the examples and some vocabularies deal with Zoo)	- Listening and writing the teacher's explanation	10'

- Asking the students to answer some questions about <i>Recreation at the Zoo</i> orally.	- Answering the teacher's questions orally	40'
- Discussing the students' mistakes in giving the answers	- Listening to the teacher	15'
- Asking the students to read a simple conversation about <i>Recreation at the Zoo</i> loudly in pairs	- Reading a simple conversation about <i>Recreation at the Zoo</i> loudly in pairs.	10'
Closure	Closure	
- Concluding the materials.	- Listening to the teacher	3'
- Leave taking	- Leave taking	2'

V. Sources and Media

- Sources : GBPP, Let's Learn English 2 and Oxford Advance Learner's Dictionary of Current English.
- Media : -

VI. Evaluation

- Process : conducted by asking the students to answer some questions orally during the teaching of speaking
- Indicators : fluency, grammar, vocabulary and pronunciation

LESSON PLAN III

Theme : Recreation
 Sub-theme : Expressions of Planning
 Class : Control group
 Technique : Question and answer
 Time : 2x45 minutes

I. General Instructional Objective.

By mastering + 250 new vocabularies in the vocabulary mastery level of 750 vocabularies and the structures related to the chosen theme and sub-theme, the students are expected to be able to have language skill of speaking

II. Specific Instructional Objectives:

1. The students are able to express their ideas about their plan for the next vacation orally by answering the teacher's questions.
2. The students in pairs are able to read a simple conversation about *Making Plan* loudly.

III. Materials

- The expressions of making plan
- Dialogues about recreation making plan for the next weekend

IV. Teaching Learning Process

- Approach : Communicative Approach
- Procedures :

Teacher's Activities	Students' Activities	Time
Introduction	Introduction	
- Greeting	- Responding to the teacher	2'
- Asking some leading questions	- Answering the teacher's questions	5'
- Telling about the topic that will be discussed	- Listening to the teacher	3'
Main Activities	Main Activities	
- Explaining some expressions of planning.	- Listening and writing the teacher's explanation	10'
- Asking the students to answer some questions about their plan for the next weekend orally.	- Answering the teacher's questions orally	40'

- Discussing the students' mistakes in giving the answers	- Listening to the teacher	15'
- Asking the students to read a simple conversation about <i>Making Plan</i> loudly in pairs	- Reading a simple conversation about <i>Making Plan</i> loudly in pairs	10'
- Closure	Closure	3'
- Concluding the materials.	- Listening to the teacher	2'
- Leave taking	- Leave taking	

V. Sources and Media

- Sources : GBPP, Let's Learn English 2 and Oxford Advance Learner's Dictionary of Current English.
- Media :-

VI. Evaluation

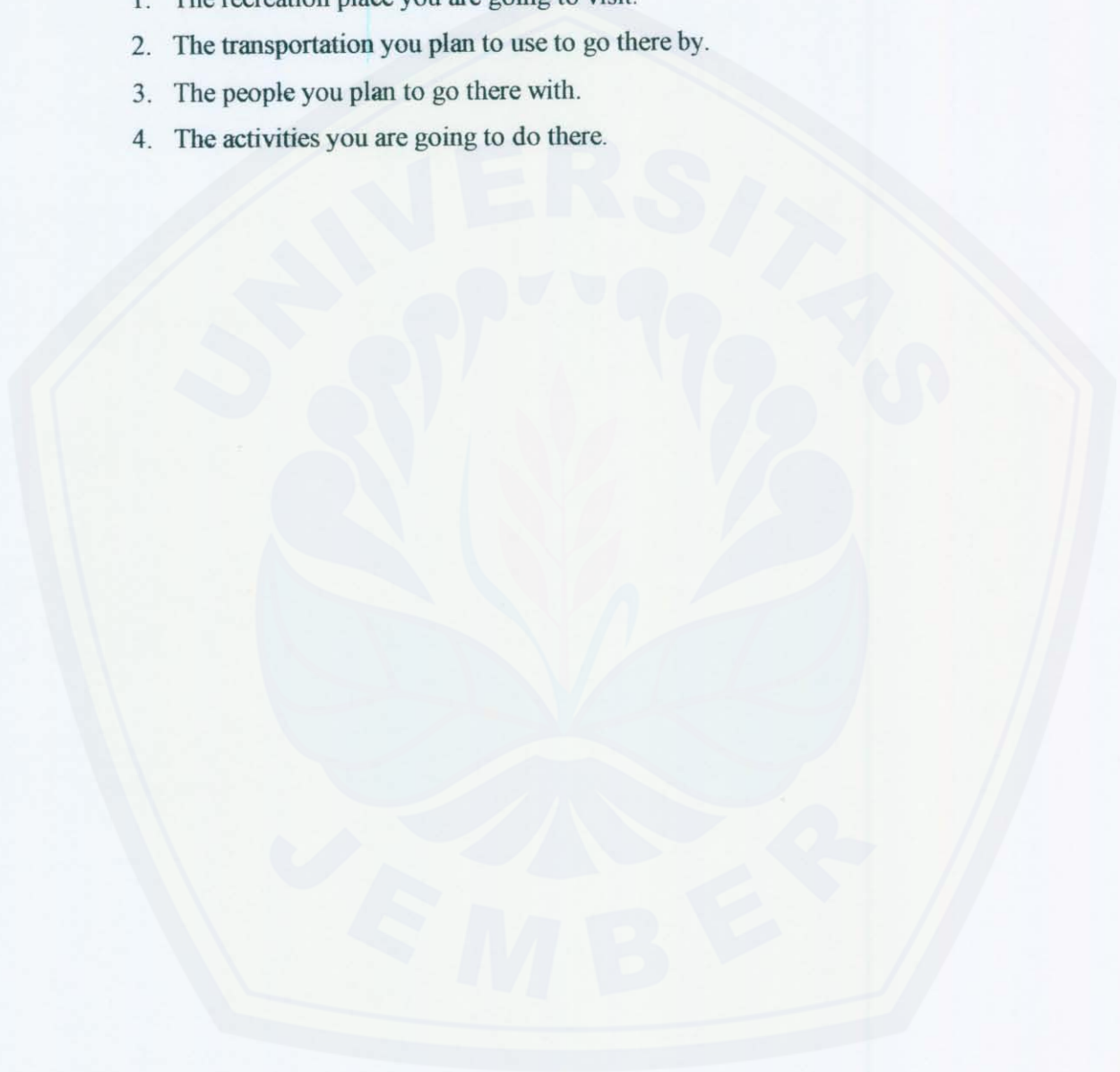
Process : conducted by asking the students to answer some questions orally during the teaching of speaking.

Indicators : fluency, grammar, vocabulary and pronunciation

POST-TEST

Tell your friends about your plan for the next vacation, for about 2-5 minutes. It consists of the information about:

1. The recreation place you are going to visit.
2. The transportation you plan to use to go there by.
3. The people you plan to go there with.
4. The activities you are going to do there.



ORAL RATING SHEET

Fluency

- 5: speech is effortless and smooth.
- 4: speech is occasionally hesitant by repeating some words.
- 3: speech is frequently hesitant; sentences may be left uncompleted;
- 2: speech is very slow and sometime is silent.
- 1: speech is so halting and fragmentary that presentation is virtually impossible.

Grammar

- 5: few errors with no pattern of failure.
- 4: occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- 3: frequent errors showing imperfect control of some patterns and causing occasional misunderstanding.
- 2: constant errors showing control of very few patterns and frequently causing misunderstanding.
- 1: Grammar almost entirely inaccurate phrases.

Vocabulary

- 5: vocabulary is accurate and adequate to give the presentation.
- 4: vocabulary is adequate to give the presentation but sometime uses inappropriate words.
- 3: the presentation is limited because inadequate vocabulary but never uses inappropriate words.
- 2: the presentation is limited because inadequate vocabulary and sometime uses inappropriate words.
- 1: vocabulary limitation is so extreme as to make presentation virtually impossible.

Pronunciation

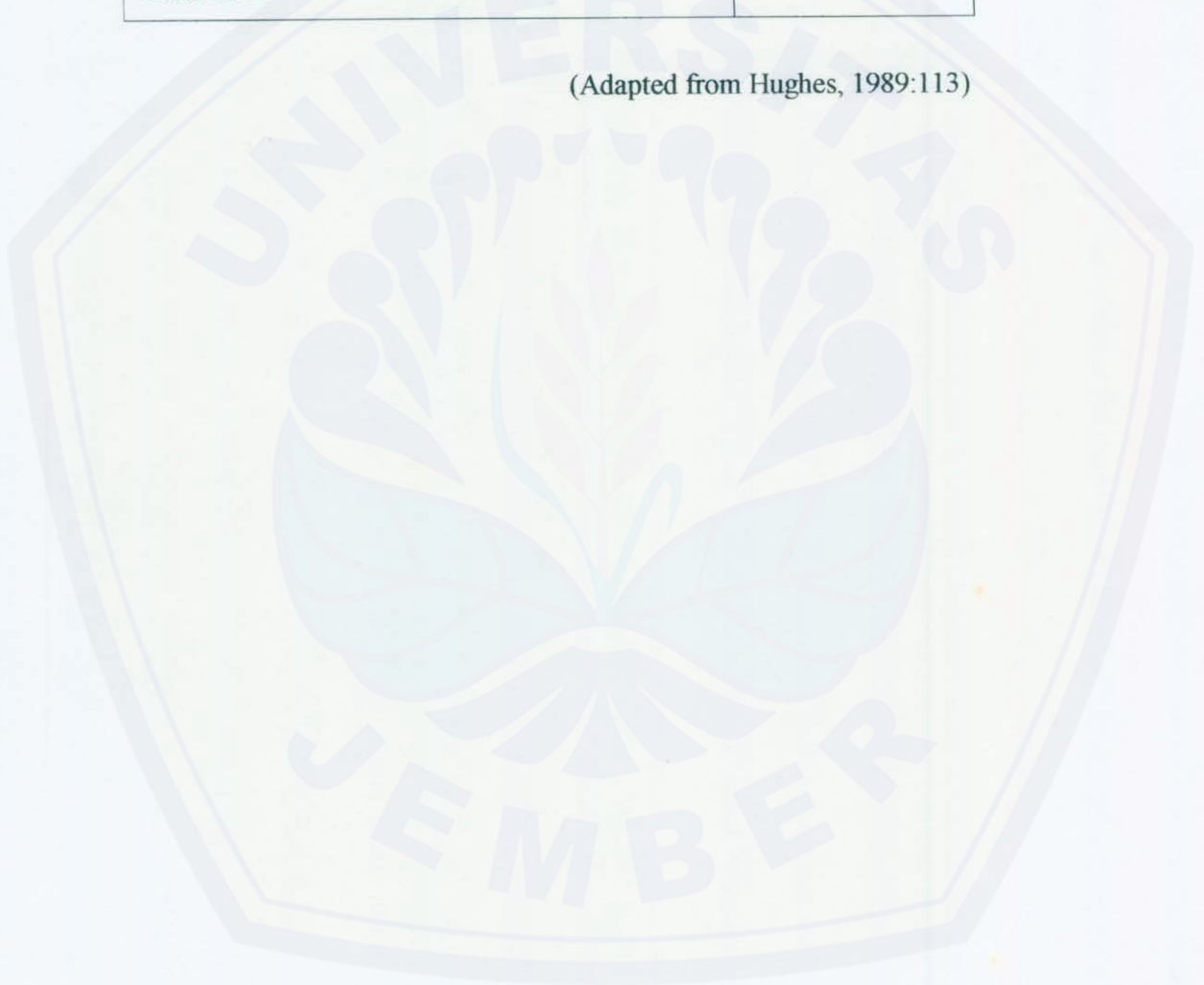
- 5: no conspicuous mispronunciations.
- 4: occasional mispronunciations which do not interfere with understanding.
- 3: mispronunciations lead to occasional misunderstanding.
- 2: frequent mispronunciations make understanding difficult.
- 1: pronunciation frequently unintelligible.

(Adapted from Hughes, 1989:111-112)

Table 10. The Table Used for Scoring the Students' Speaking Performance

Aspects of Scoring	S C O R E S					Resultant Scores
	1	2	3	4	5	
Fluency	5	10	15	20	25	
Grammar	5	10	15	20	25	
Vocabulary	5	10	15	20	25	
Pronunciation	5	10	15	20	25	
Total Score						

(Adapted from Hughes, 1989:113)



Examples of the Way of Scoring the Students' Speaking Performance on the Post-Test

I. Experimental class

Student's Number: 1/F/E

The Transcript:

After semester...after semester, I have vacation a long. I make a plan about activity to do in the next vacation. I am going to go to Kuta beach in Bali and Sanur beach and Tanah Lot in Bali. I plan to go ...I plan to go by bus and by ship there. By bus from Situbondo to Ketapang and by ship to Bali. I will go with my father, mother, brother and sister. In beach, I m going to swimming, photo, and surf... surfing and eating. Thank you.

The Scores of Each Aspect:

1. Fluency : 4

Her fluency got 4 because her speech was occasionally hesitant by repeating some words. For example, “*After semester...after semester, I have vacation a long*”, “*I plan to go... I plan to go by bus and by ship there*” and “*I am going to swimming, photo and surf...surfing and eating*”.

2. Grammar : 3

Her grammar got 3. It showed frequent errors in some patterns so that causing occasionally misunderstanding. For example, “*I have vacation a long*” instead of “*I have a long vacation*”, “*I plan to go by bus and by ship there*” instead of “*I plan to go there by bus and ship*” and “*I am going to swimming.....*” Instead of “*I am going to swim....*”

3. Vocabulary : 4

Her vocabulary mastery is adequate to give the presentation but she used inappropriate word that is “*photo*” instead of “*take a photo/some photos*”

4. Pronunciation: 4

Her pronunciation got 4 because she mispronounced some words but it did not interfere with understanding. For example, she pronounced the word “semester” as /sɛmæter/ instead of /sɪˈmestɜ(r)/, /mik/ instead of /meɪk/ for the word “make” and she pronounced the word “activity” as /ʌktiviti/ instead of /æktɪvəti/

The Student’s Speaking Score

Aspects of Scoring	S C O R E S					Resultant Scores
	1	2	3	4	5	
Fluency	5	10	15	(20)	25	20
Grammar	5	10	(15)	20	25	15
Vocabulary	5	10	15	(20)	25	20
Pronunciation	5	10	15	(20)	25	20
Total Score						75

Student’s Number: 6/F/E

The Transcript:

I am going to go to Baluran National Park in the next vacation. I plan to go there by car with my family and also my friend. At the Baluran, I will see the animals and enjoy the scenery.

The Scores of Each Aspect:

1. Fluency : 5

Her fluency got 4 because her speech was smooth and effortless.

2. Grammar : 3

Her grammar got 5 because there was no pattern of failure.

3. Vocabulary : 3

Her vocabulary mastery is limited but no word is inappropriate.

4. Pronunciation: 4

Her pronunciation got 4 because she mispronounced some words but it did not interfere with understanding. For example, she pronounced the word “also” as /ʌlsʊ/ instead of /ɔlsəʊ/, and /skʌnəri/ instead of /si:nəri/ for the word “scenery”.

The Student’s Speaking Score

Aspects of Scoring	S C O R E S					Resultant Scores
	1	2	3	4	5	
Fluency	5	10	15	20	(25)	25
Grammar	5	10	15	20	(25)	25
Vocabulary	5	10	(15)	20	25	15
Pronunciation	5	10	15	(20)	25	20
Total Score						85

II. Control Group

Student’s Number: 1/F/C

The Transcript:

I am going to go to zoo in the next vacation. I plan to go there by bus with my father, mother, and brother. At the zoo I will see many kind of animals and drink ice cream.

The Scores of Each Aspect:

1. Fluency : 5

Her fluency got 4 because her speech was smooth and effortless

2. Grammar : 5

Her grammar got 5 because there was no pattern of failure.

3. Vocabulary : 3

Her speech was limited but no word was inappropriate.

4. Pronunciation: 4

Her pronunciation got 4 because she mispronounced some words but it did not interfere with understanding. For example, she pronounced the word “zoo” as /su/ instead of /zu:/, /vokʌʃn/ instead of /veʃkerʃ n/ for the word “vocation” and she pronounced the word “bus” as /bes/ instead of /bʌs/

The Student’s Speaking Score

Aspects of Scoring	S C O R E S					Resultant Scores
	1	2	3	4	5	
Fluency	5	10	15	20	(25)	25
Grammar	5	10	(15)	20	(25)	25
Vocabulary	5	10	15	20	25	15
Pronunciation	5	10	15	(20)	25	20
Total Score						85

Student’s Number: 15/M/C

The Transcript:

In the next vacation, I will go to Bali beach. I am... I am... with father, mother, brother and grandmother. Totally in beach I will swimming. Already swimming, I... to invite father fishing and I will spend the night in the hotel.

The Scores of Each Aspect:

1. Fluency : 4

Her fluency got 4 because her speech was occasionally hesitant by repeating some words. For example, “ I am....I am.....with father, mother, brother and grandmother” and “already swimming I... to invite father fishing and I will spend the night in the hotel.

2. Grammar : 2

His grammar got 2. It showed constant errors showing control of very few patterns and frequently causing misunderstanding. For example, “I am with” instead of “I plan to go there with”or I am going to go there

with.....”, “*Totally, in beach....*” instead of “ At the beach...” and “*I to invite.....*” Instead of “I will invite or I plan to invite...”

3. Vocabulary: 2

Her vocabulary mastery is limited and there are some inappropriate words such as “*Totally in beach....*” and “*Already swimming.....that is*”

4. Pronunciation: 3

His pronunciation got 3 because she mispronounced some words that lead to misunderstandings. For example, she pronounced the word “*“beach”* as /bic/ instead of /bi:tʃ/, /invi/ instead of /in'vɔ:t/ for the word “*invite*” and she pronounced the word “*night* as /'nek'/ instead of /nɑ:t/

The Student's Speaking Score

Aspects of Scoring	S C O R E S					Resultant Scores
	1	2	3	4	5	
Fluency	5	10	15	20	25	20
Grammar	5	10	15	20	25	10
Vocabulary	5	10	15	20	25	10
Pronunciation	5	10	15	20	25	15
Total Score						55

TABEL NILAI - NILAI t DENGAN
TARAF SIGNIFIKANSI 5% DAN 1%.

db.	T a r a f S i g n i f i k a n s i :	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid kedua, Yayasan-Penerbitan Fakultas Psikologi Yogyakarta, 1975, p. 272.

Nilai F Dengan taraf Signifikansi 5% (deret atas) dan 1% (deret bawah)

No. urut Pembagi	Nilai untuk Kuadrat Sederajat Pembilang							
	1	2	3	4	5	6	7	8
1	161 4052	200 4999	215 5403	225 5625	230 5764	234 5859	237 5928	238 5981
2	18 98	19,00 99,00	19,16 99,17	19,25 99,25	19,30 99,30	19,33 99,33	19,36 99,34	19,37 99,36
3	10 34,12	9,55 30,42	9,28 29,46	9,12 28,71	9,01 28,24	8,94 27,91	8,93 27,67	8,84 27,49
4	7,71 21,20	6,94 18,00	6,59 16,69	6,39 15,98	6,26 15,52	6,16 15,21	6,05 14,98	6,04 14,98
5	6,61 16,26	5,79 13,27	5,41 12,06	5,19 11,39	5,05 10,97	4,95 10,67	4,85 10,45	4,82 10,27
6	5,99 13,74	5,14 10,92	4,76 9,78	4,53 9,15	4,39 8,75	4,28 8,47	4,21 8,25	4,15 8,10
7	5,59 12,25	4,74 9,55	4,35 8,45	4,12 7,85	3,97 7,46	3,87 7,19	3,79 7,00	3,73 6,84
8	5,32 11,26	4,46 8,65	4,07 7,59	3,84 7,01	3,69 6,63	3,58 6,37	3,50 6,19	3,44 6,03
9	5,12 10,56	4,26 8,02	3,86 6,99	3,63 6,42	3,48 6,06	3,37 5,80	3,29 5,62	3,23 5,47
10	4,96 10,04	4,10 7,56	3,71 6,55	3,48 5,99	3,33 5,64	3,22 5,39	3,14 5,21	3,07 5,06
11	4,84 9,65	3,98 7,20	3,59 6,22	3,36 5,67	3,20 5,32	3,09 5,07	3,01 4,88	2,95 4,74
12	4,75 9,33	3,88 6,93	3,49 5,95	3,26 5,41	3,11 5,06	3,00 4,82	2,92 4,65	2,85 4,50
13	4,67 9,07	3,80 6,70	3,41 5,74	3,18 5,20	3,02 4,86	2,92 4,62	2,84 4,44	2,77 4,30
14	4,60 8,86	3,74 6,51	3,34 5,56	3,11 5,03	2,96 4,69	2,85 4,46	2,77 4,28	2,70 4,14
15	4,54 8,68	3,68 6,36	3,29 5,42	3,06 4,89	2,90 4,56	2,79 4,32	2,70 4,14	2,64 4,00

(berlanjut)

KP: Kuadrat rerata (K_r mean)

520
198

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

F	Ab. untuk Kuadrat Relasi Pembilang							
	2	3	4	5	6	7	8	8
4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,59
8,52	6,23	5,29	4,77	4,44	4,20	4,01	3,89	3,89
4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,56	2,56
8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,79
4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,51
8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,71
4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,48
8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,63
4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,45
8,10	5,85	4,94	4,43	4,10	3,87	3,71	3,56	3,56
4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,42
8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,51
4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,42
8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,51
4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,40
7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,45
4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,38
7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,41
4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,36
7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,36
4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,34
7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,32
4,22	3,37	2,98	2,74	2,59	2,47	2,39	2,32	2,32
7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,29
4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,30
7,66	5,49	4,60	4,11	3,79	3,56	3,39	3,25	3,25
4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,29
7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,23
4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,29	2,29
7,60	5,42	4,54	4,04	3,73	3,50	3,33	3,20	3,20
4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,27

(berlanjut)

Nilai F dengan taraf Signifikansi 1% (deretan bawah)

d.b. untuk XR Pembilang	d.b. untuk Kuadrat Relasi Pembilang							
	1	2	3	4	5	6	7	8
32	4,15	3,30	2,90	2,67	2,51	2,40	2,32	2,25
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,05
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,15
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,91
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13
	7,17	5,06	4,20	3,72	3,41	3,18	3,02	2,89
55	4,02	3,17	2,78	2,55	2,38	2,27	2,18	2,11
	7,12	5,01	4,16	3,68	3,37	3,15	2,98	2,85
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82
65	3,99	3,14	2,75	2,51	2,36	2,24	2,15	2,08
	7,04	4,95	4,10	3,62	3,31	3,09	2,92	2,79
70	3,98	3,13	2,74	2,50	2,35	2,23	2,14	2,07
	7,01	4,92	4,08	3,60	3,29	3,07	2,90	2,77
75	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05
	6,96	4,88	4,04	3,56	3,25	3,04	2,87	2,74

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

		d.b. untuk Kuadrat Rerata Pembilang									
		1	2	3	4	5	6	7	8	9	10
2	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,96	1,91	1,84	1,80
	4,52	3,98	3,51	3,20	2,99	2,82	2,72	2,62	2,55	2,51	2,47
	3,07	2,63	2,44	2,29	2,17	2,05	1,91	1,85	1,81	1,77	1,74
	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,55	2,49	2,45	2,42
	3,06	2,67	2,43	2,27	2,16	2,07	1,90	1,83	1,80	1,77	1,74
	4,75	3,91	3,44	3,14	2,92	2,76	2,62	2,52	2,46	2,42	2,39
	3,04	2,62	2,41	2,26	2,14	2,05	1,88	1,81	1,78	1,75	1,72
	4,71	3,82	3,41	3,11	2,90	2,73	2,50	2,43	2,39	2,35	2,32
	3,02	2,62	2,39	2,23	2,19	2,03	1,86	1,80	1,76	1,73	1,70
	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,45	2,39	2,35	2,32
	3,00	2,61	2,38	2,22	2,10	2,02	1,85	1,78	1,74	1,71	1,68
	4,62	3,80	3,34	3,04	2,82	2,66	2,51	2,41	2,35	2,31	2,28
	2,99	2,60	2,37	2,21	2,09	2,01	1,84	1,77	1,73	1,70	1,67
	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,35	2,31	2,28

(bersambung)

1% (deretan bawah)

		d.b. untuk Kuadrat Rerata Pembilang									
		1	2	3	4	5	6	7	8	9	10
1	2,41	2,42	2,43	2,44	2,45	2,46	2,48	2,49	2,50	2,51	2,52
	6,022	6,056	6,082	6,106	6,142	6,169	6,208	6,234	6,261	6,288	6,314
2	19,33	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,45	19,45	19,45
	99,33	99,40	99,41	99,42	99,43	99,44	99,45	99,45	99,45	99,45	99,45
3	8,27	8,28	8,28	8,28	8,29	8,29	8,29	8,29	8,29	8,29	8,29
	27,31	27,33	27,33	27,33	27,33	27,33	27,33	27,33	27,33	27,33	27,33
4	6,50	6,50	6,50	6,50	6,50	6,50	6,50	6,50	6,50	6,50	6,50
	14,55	14,55	14,55	14,55	14,55	14,55	14,55	14,55	14,55	14,55	14,55
5	4,35	4,35	4,35	4,35	4,35	4,35	4,35	4,35	4,35	4,35	4,35
	10,15	10,15	10,15	10,15	10,15	10,15	10,15	10,15	10,15	10,15	10,15
6	4,10	4,10	4,10	4,10	4,10	4,10	4,10	4,10	4,10	4,10	4,10
	7,82	7,82	7,82	7,82	7,82	7,82	7,82	7,82	7,82	7,82	7,82
7	3,83	3,83	3,83	3,83	3,83	3,83	3,83	3,83	3,83	3,83	3,83
	6,11	6,11	6,11	6,11	6,11	6,11	6,11	6,11	6,11	6,11	6,11
8	3,39	3,39	3,39	3,39	3,39	3,39	3,39	3,39	3,39	3,39	3,39
	5,91	5,91	5,91	5,91	5,91	5,91	5,91	5,91	5,91	5,91	5,91
9	3,18	3,18	3,18	3,18	3,18	3,18	3,18	3,18	3,18	3,18	3,18
	5,35	5,35	5,35	5,35	5,35	5,35	5,35	5,35	5,35	5,35	5,35
10	3,02	3,02	3,02	3,02	3,02	3,02	3,02	3,02	3,02	3,02	3,02
	4,55	4,55	4,55	4,55	4,55	4,55	4,55	4,55	4,55	4,55	4,55
11	2,90	2,90	2,90	2,90	2,90	2,90	2,90	2,90	2,90	2,90	2,90
	4,63	4,63	4,63	4,63	4,63	4,63	4,63	4,63	4,63	4,63	4,63
12	2,82	2,82	2,82	2,82	2,82	2,82	2,82	2,82	2,82	2,82	2,82
	4,39	4,39	4,39	4,39	4,39	4,39	4,39	4,39	4,39	4,39	4,39
13	2,72	2,72	2,72	2,72	2,72	2,72	2,72	2,72	2,72	2,72	2,72
	4,15	4,15	4,15	4,15	4,15	4,15	4,15	4,15	4,15	4,15	4,15
14	2,65	2,65	2,65	2,65	2,65	2,65	2,65	2,65	2,65	2,65	2,65
	4,02	4,02	4,02	4,02	4,02	4,02	4,02	4,02	4,02	4,02	4,02
15	2,59	2,59	2,59	2,59	2,59	2,59	2,59	2,59	2,59	2,59	2,59
	3,89	3,89	3,89	3,89	3,89	3,89	3,89	3,89	3,89	3,89	3,89
16	2,54	2,54	2,54	2,54	2,54	2,54	2,54	2,54	2,54	2,54	2,54
	3,73	3,73	3,73	3,73	3,73	3,73	3,73	3,73	3,73	3,73	3,73

(bersambung)



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 4647/J25.1.5/PL5/200...

Jember, 03 NOV 2003

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala

SLTPN I Banyuputih

di. -

Situbondo

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Dia Febrianti

Nim : 990210401007

Jurusan/Program : Pend. Bahasa & Seni/Pend. Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

The Effect of Role-Play on the Second Year Students'

Speaking Performance at SLTPN I Banyuputih in the

2003/2004 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
 Pembantu Dekan I,



SNO AL, M.Pd
 30 937 191



PEMERINTAH KABUPATEN SITUBONDO

DINAS PENDIDIKAN

SMP NEGERI 1 BANYUPUTIH

Jalan Raya Banyuputih ☒ (0338) 451050 Sumberanyar – Banyuputih
Situbondo (68374)

SURAT KETERANGAN

Nomor : 099/422.5/431.203.7.17.1/2004

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Banyuputih menerangkan bahwa :

N a m a : Dia Febrianti
 NIM : 990210401007
 Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 1 Banyuputih mulai tanggal 15 Desember 2003 sampai dengan tanggal 31 Desember 2003 dengan judul “ The Effect of Drama Teaching Technique by Using Role-Play on the Second Year Students’ Speaking Performance at SMP Negeri 1 Banyuputih in the 2003/2004 Academic Year “.

Surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyuputih, 5 Januari 2004

Kepala Sekolah,



[Signature]
 Drs. SUTINO
 NIP. 130681365

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : DIA FEBRIANTI
 NIM/Angkatan : 99-1007 / 1999
 Jurusan/Program Studi : PBS / Pend. B Inggris
 Judul Skripsi : The effect of Drama Teaching Technique by using Role-play on the second year students speaking performance at SMPN 1 Banyuwangi in the 2003 / 2004 Academic year.
 Pembimbing I : Drs. Sugeng Ariyanto, MA
 Pembimbing II : Dra. Siti Sunclari, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu, 6/8 - 2003	Literature Review.	
2.	Selasa 12/8 - 2003	Literature Review	
3.	Selasa 19/8 - 2003	Literature Review.	
4.	Rabu 26/8 2003	Instruments.	
5.	Sabtu 6/12 2003	-	
6.	Rabu, 16/2 - 2004	BAB IV, V	
7.	Sabtu, 20/2 - 2004	Bab IV, V	
8.	Jum'at 12/1 - 04	Bab I, II, III, IV, V.	
9.			
10.			
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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : DIA FEBRIARTI
 NIM/Angkatan : 99-1007 /1999
 Jurusan/Program Studi : PBS / Pend. B. Inggris
 Judul Skripsi : The Effect of Drama Teaching Technique by Using Role-play
 on the second year students' speaking performance
 at SMPN 1 Banyuwangi in the 2003/2004
 Academic Year
 Pembimbing I : Drs Supeng Ariyanto, MA
 Pembimbing II : Dra. Siti Sundari, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	28 /08 - 2003	Bab I	
2.	2 /10 - 2003	Bab II .ii	
3.	17 /10 - 2003	Bab II .iii	
4.	13 /11 - 2003	Instrument	
5.	27 /2 2004	Bab C. ii, iii, iv, V	
6.	19 /3 - 2004	Bab C. ii, iii, iv, V	
7.			
8.			
9.			
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