



**THE EFFECT OF TEACHING ENGLISH THROUGH DRAMA ACTIVITIES ON  
THE SECOND YEAR STUDENTS' MOTIVATION AND ATTITUDES IN  
LEARNING ENGLISH AT SLTP NEGERI 3 JEMBER  
IN THE 2003/2004 ACADEMIC YEAR**

**THESIS**

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



By :

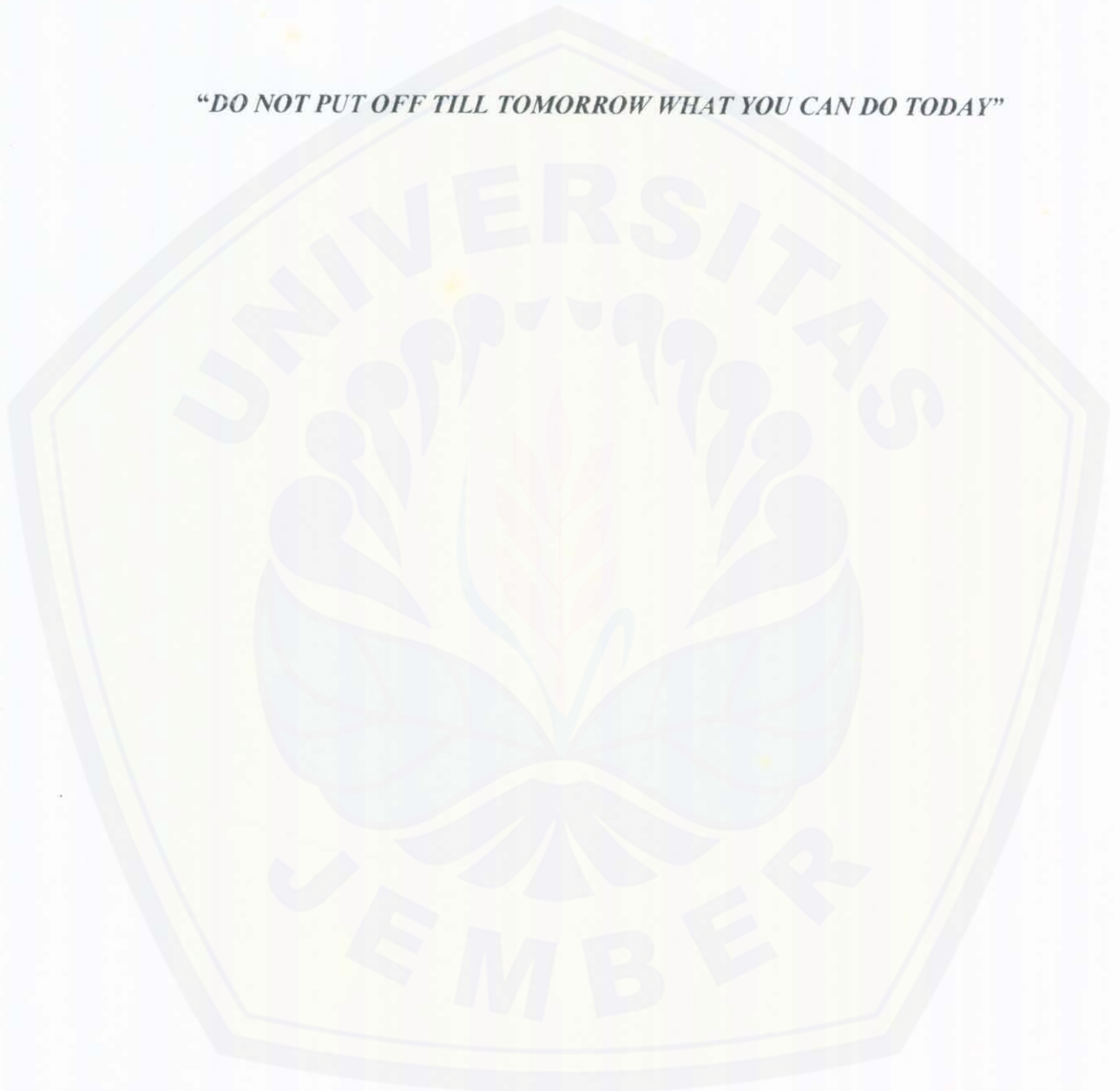
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FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2004**

MOTTO

*“DO NOT PUT OFF TILL TOMORROW WHAT YOU CAN DO TODAY”*



## DEDICATION

*I would like to take this opportunity to thanks the people who have made all this happen.*

*Dedicated to:*

- 1. My beloved Father and Mother, **H. Khusnan and Hj. Muji'ah**. You are the most amazing peoples that make me realized about life*
- 2. My family, **Kusminarti Spd**, with your litle baby **Viga, Umrotun** with your litle baby **Dava** and my Sister **Nur Hidayah**. Sorry for always make you cry.*
- 3. My wife, **Nur Laila**, thanks for being there, I love you forever*
- 4. My baby, **Millata Ibrahima Hanifa Rodliatan NL**. Welcome to this absurd world*
- 5. My family in Malang, **Aba H. Malik, Umi Hj. Siti Rohmah** and my brother in law **Moh. Ali***
- 6. All my Family in Lamongan and Sidoarjo*
- 7. My best friends at Teater Tiang, STAPEGA (Studio Teater Anak SLTP Negeri 03 Jember and Teater Dobrak SMU Negeri 1 Arjasa. Keep on your fight and never give up my friends and my special thanks to **Deni Paonk** for your computer, I really appreciated your kindness*

The Effect of Teaching English through Drama Activities  
on the Second Year Students' Motivation and Attitudes  
in Learning English at SLTP Negeri 3 Jember  
in the 2003/ 2004 Academic Year

Thesis

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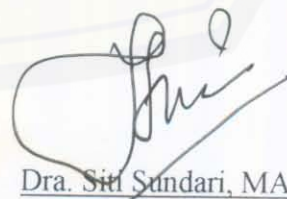
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## ACKNOWLEDGEMENT

First, I would like to thank Allah SWT, the Almighty, who has given me His blessing and health to finish this thesis. I would also like to express my great gratitude to:

1. The Dean of the Faculty Teacher Training and Education
2. The Chairperson of the Language Arts Education Department
3. The Chairperson of the English Program
4. The First and Second Consultants, **Drs. Sugeng Ariyanto MA.** And **Dra. Siti Sundari MA.**
5. The English Teacher of SLTP Negeri 3 Jember
6. The Second Year Students of SLTPN 3 Jember

I believe that this thesis is still far from being perfect. However I hope criticism and advice from those who really want to have this thesis to be better.

Jember, January 2004

The Writer

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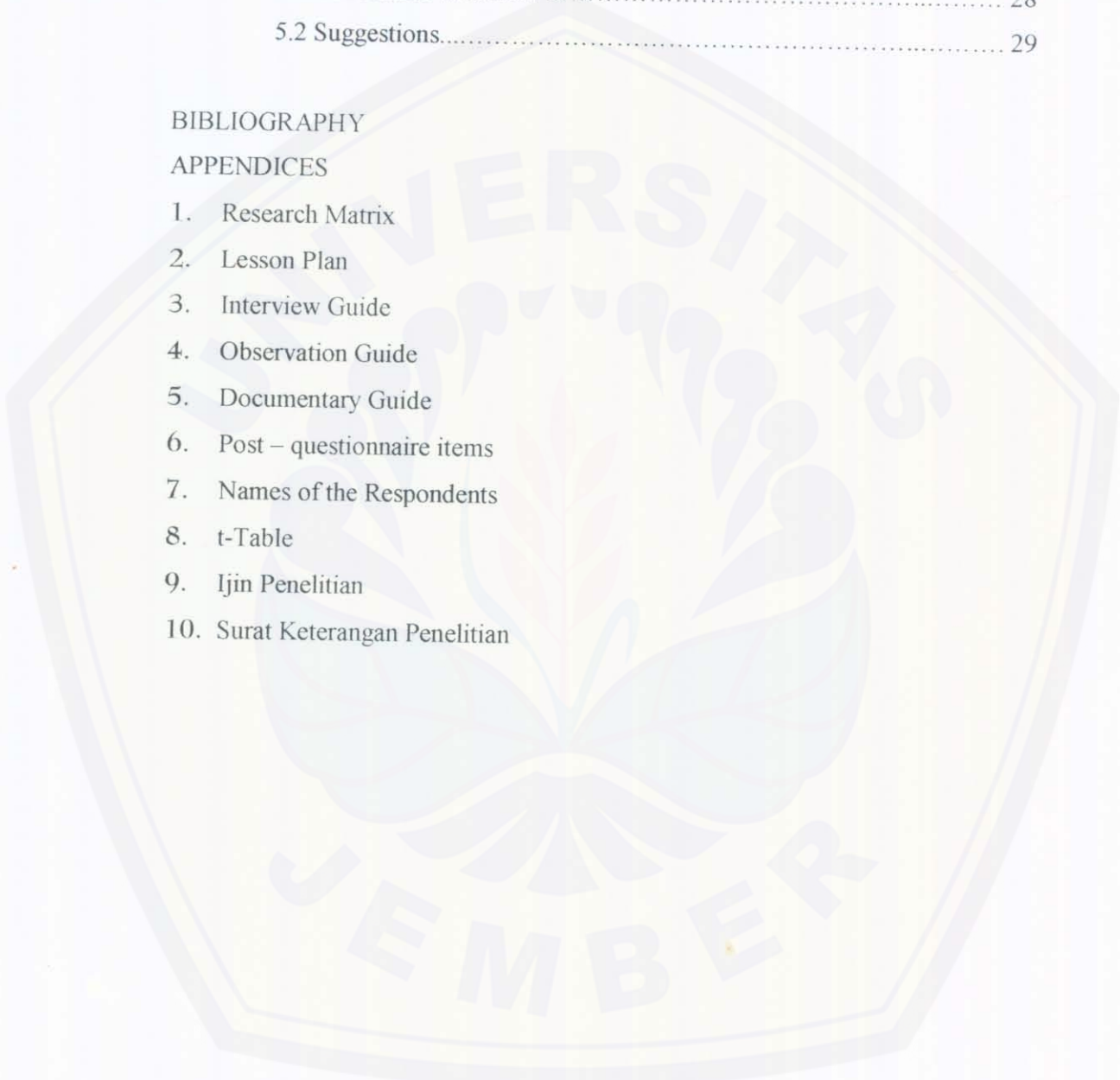
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## ABSTRACT

**Rodli**, 2004, The Effect of Teaching English through Drama Activities on the Second Year Students' Motivation and Attitudes in Learning English at SLTP Negeri 3 Jember in the 2003/ 2004 Academic Year.

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

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Key words: Drama Activities, Students' Motivation and Attitude, Learning English

Motivation and attitudes were two important factors in English teaching learning process. Learning English might be interesting if the learning environment encourages the students' motivation and attitudes. Based on the above consideration, the research was conducted to know the effect of teaching English through drama activities on the second year students' motivation and attitudes in learning English at SLTP Negeri 03 Jember. The research was quasi-experimental design with one group pre-test and post-test design. The research respondents were the second year students that taken by proportional random sampling. Pre-questionnaire of motivation and attitudes were given to the respondents before the treatment and post-questionnaire of motivation and attitudes were given after the treatment. The main data collected from questionnaire were analyzed by using t-test to know whether the results of pre-questionnaire and post-questionnaire were significant or not. The supporting data were collected from interview, observation and documentation. The results showed that there were significant effects of teaching English through drama activities on the second year students' motivation and attitudes in learning English. It was supported by the results that t-empiric were higher than the value of t-critic (on the motivation variable was  $2.409 > 2.042$  and on the attitudes variable was  $2.245 > 2.042$ ) with the degree of freedom (df) 31 on the 5% significance level. It means that the alternative hypothesis ( $H_a$ ) was accepted. In conclusion, there were significant effects of teaching English through drama activities on the second year students' motivation and attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year. Based on the result, the English teacher is suggested to apply drama activities to increase the students' motivation and attitudes in learning English and to practice their speaking skill.



## I. INTRODUCTION

This chapter presents the background of the study, the problem formulation, operational definition dealing with drama activities, the students' motivation in learning English and the students' attitudes in learning English. The objectives and the significance of the research are presented at the last section of the chapter.

### 1.1 The Background of the Study

It is realized that motivation and attitude are two important factors in teaching learning process. When they are motivated to learn, they take their academic work seriously and try to get the most from it. In other words, learning might be interesting if the learning environment encourages the students' motivation and positive attitudes.

However, some junior high school students have the problems with their English capabilities. It means that the students may have lack of motivation and negative attitudes in English teaching learning process. It is supported by Putra (1999:22) who states that the objective of the English teaching that has not been fully achieved yet. Many aspects can cause this failure, one of them is teachers' negative attitude that make their students feel bored. Therefore the English teacher should realize this to improve the appropriate technique in teaching English. Another problem that affects the students' motivation and attitude in teaching learning process is the monotonously presented lesson. Such as insisting all of the students to follow one pattern of the study.

This improvement of the teaching technique should deal with some factors that affect learning motivation and positive attitude, such as teacher's enthusiasm, teacher organization, students' involvement and integration. A teacher's enthusiasm affects the motivational level of enjoying the lesson. As Anita (1990:322) notes that integrating the lesson activities by using a creative project, community resource people, games, book and films, lesson becomes reliable because the students become immersed in the subject. If the teacher provides



amusing activities, such as drama activities, the students might become interested in what going to happen and they have great motivation and attitudes to become immersed in the subject. Besides, the most important thing to create good activities for teaching English is the comfortable atmosphere in the classroom.

One technique to arouse the students' motivation and positive attitudes is controlling the class atmosphere by using drama activities. In this way the students are expected to be relaxed, happy, and have fun and this support their great motivation of learning and positive attitude toward the lesson.

The above background, suggests that drama activities can be used to solve the problems in learning English especially the students' motivation and attitude in learning English at the second year students of Junior High School. Therefore, it is still necessary to investigate the effect of teaching English by using drama activities on the students' motivation and attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year.

## **1.2 The Problem Formulation**

Drama activities might solve the students' problems in learning English, mainly to increase their motivation and attitudes in learning English. Based on the background of the problem described above, the problems are formulated as follows:

1. Is there any significant effect of teaching English by using drama activities on the second year students' motivation in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year?"
2. Is there any significant effect of teaching English by using drama activities on the second year students' attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year?"

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

The operational definition of the terms used in the title is necessary to avoid misunderstanding of meaning and concepts between the writer and readers.

In this research, the terms that are necessary to be defined operationally are drama activities, the students' motivation in learning English and students' attitudes in learning English.

### **1.3.1 Drama Activities**

In this research, drama activities deal with teaching English technique that promotes the students motivation and positive attitude because of the fact that they tend to provide the students' freedom to express their ideas and chance to create their own activities. This is supported by Allington (1970:6) that states drama activities are creative activities and they fulfil the normal function of all creative activities and they provide a medium through which the individual can express their ideas.

### **1.3.2 The Students' Motivation in Learning English**

The students' motivation in learning English in this research concern with their willingness to have meaningful activities in learning English through drama activities. This is in line with Brophy's idea (1998:205-206) that students' motivation in language learning is students' tendency to find out academic activities meaningful language learning, they may be well motivated and their performance in language learning is certainly good.

### **1.3.3 The Students' Attitudes in Learning English**

Students' attitudes in this research concern with their belief to act in positive or negative way in learning English by using drama activities. In this case, Cooper (1998: 548) states that attitudes is person's predisposition to look in a positive or negative way to work a person's ideas or events.

#### **1.4 The objective of the Research**

The objectives of the research are as follows:

1. To know the significant effect of drama activities on the second year students' motivation in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year.
2. To know the significant effect of drama activities on the second year students' attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year.

#### **1.5 The Significance of the Research**

The results are expected to be significant for the English teacher, the students and other researchers.

For the English teacher, if the results are significant, it can be used as information and consideration to apply drama activities in teaching English to increase the students' motivation and positive attitudes in learning English.

For the students, the treatments given provide to the students with practice of using English as a means of communication and increase their motivation and positive attitudes in learning English.

For the other researchers, the results are useful as information to conduct a further research dealing with the similar problem by using another research design, such as a classroom action research to increase the students' motivation in learning English through drama activities.





## II. REVIEW ON RELATED LITERATURE

This chapter presents the techniques of teaching a foreign language, drama techniques in EFL teaching and learning process, drama activities in English teaching learning process dealing with the procedures of drama activities, students' motivation and attitudes in learning English, the effect of drama activities on the students' motivation and attitudes in learning English, hypothesis and the strengths of using drama activities in teaching English.

### 2.1 The Techniques of Teaching a Foreign Language

Teaching techniques in EFL contexts vary. The examples include grammar drilling, games, role-playing and films. These techniques might be used to present the intergrated learning activities. As Anita (1990:332) notes that integrating the lesson activities is using creative project, community resource people, games, books and films

EFL teaching and learning process in the classroom should be made natural as the students use their own first language in real life. In drama activities, they may use their English to express, for example their happiness, anger or disappointment. This can be done by controlling the learning atmosphere in the classroom.

The above learning atmosphere can be offered by using drama activities that concern creative activities and provide learning media, so students' motivation might be higher and their attitudes may become more positive since drama activities offer enjoyable and pleasant learning.

### 2.2 Drama Techniques in EFL Teaching and Learning Process

In EFL teaching and learning process, drama can be used as a teaching technique to arouse students' interest in learning the target language (TL). In this way, the students are expected to be active and creative to express their ideas in drama activities. Some elements of drama, such as action, situation and communication are also the main concern in language learning and teaching



activities. In other words, the drama activities are the result of the unity of the above elements.

The creative drama techniques set emotion as a process in which the mind becomes free and the ideas run easily and flexibly. It means that the students become free to express their language and flexible to improvise their experiences, for example in happy situation, they can say everything about the happiness based on their experiences. The drama techniques encourage the students to express their own feelings based on the given situation. In this way, what is impossible for the students' experience in real life become possible in drama activities. This is supported by Via's (1972:18) statement that the purpose of creative drama is to help children become more aware of life; to view their physical surrounding with delight and to develop empathy toward others and faith and confident in themselves. This means that by experiencing life, the students become aware of life. In addition, Framil (1973:22-23) describes that there are some other advantages of drama activities:

- a. Provide an opportunity for group work and full class collaboration
- b. Encourage the use of fancy imagination
- c. Offer an enjoyable and pleasant way to learn
- d. Improve the students command of oral in nearly real situation
- e. Help to develop automatically by means of repetition
- f. Give the students opportunity to use the language in a nearly situation
- g. Increase the students in the target language and improvement
- h. Give the class the satisfaction of having created something
- i. Provide appropriate material suitable to the students' age and tastes

From the advantages above the drama activities offer the benefit of language achievement of students because drama provides the practice of using language in nearly real situations and effect enjoyable and pleasant way of learning.

## **2.3 Drama Activities in English Teaching Learning Process**

In EFL contexts, the activities of drama deal with the teacher's teaching technique to help the students learn to use English for communication purposes. In this case, the students are supposed to express their ideas actively and to

develop their strategies to communicate with their fellow students through actions. This is supported by Charter's statement (1986:54) that drama is a useful teaching strategy in the foreign language program because it deals with the language structure in an everyday context, including the social and emotional problems. The students might become interested and they have good motivation to perform their language. Even, if some students perform drama, they might be able to entertain their own fellow students and will have positive attitudes.

Using the drama activities as a teaching technique is identical with providing the students not only learning but also doing, and practicing how to use the target language. In drama activities, the teacher might hold different activities such as movement and mime, movement with some speech to amplify it. This is supported by Allington (1970:192-193) that the secondary school pupil whose dramatic experience is about to begin has a lot of to catch up on, and the teacher's job is to fit into time available as much as he can on the following progression of activities:

1. Movement and mime
2. Movement with some speech to amplify it
3. Improvisation with some speech
4. Polished improvisation
5. Own scripted plays
6. The full printed play production

The progression of activities above prepare the passive students to put themselves forward spontaneously, such as some speech which give the students' opportunity to use the language in nearly real situation.

### **2.3.1 The Procedures of Drama Activities**

There are many procedures in using drama activities as teaching technique in EFL contexts. They are introductory warm-up exercises, verbal and vocal warm-up exercises, mime, improvisation, role play and simulation, as suggested by Dougill (1987:9-20).



### 2.3.1.1 Introductory Warm-up exercises

Warm-up exercises can be used to begin the teaching and learning activity and help to involve comfortable atmosphere in the language classroom. The purpose of warm-up exercises is to act in situation where students become strangers and understand their classmate well. There are some activities that should be done in warm-up exercises. They are:

*Activity 1 Handshakes*

*Purpose*

Introduction; ice-breaker

*Method*

1. The students stand up and move around the class in any direction they choose.
2. The teacher claps hands and the students stop and introduce themselves to the nearest person.
3. The teacher tells the students to move on after allowing 2 – 3 minutes.
4. Afterward the teacher sees how many names the students can remember.

*Duration*

About 10 minutes

(Dougill, 1987:10)

### 2.3.1.2 Verbal and Vocal Warm-Up Exercises

Communication is the main factor in the drama activities and the central of language learning. Verbal and Vocal Warm-up exercises will facilitate fluency and collaboration that are easily transposed to the language classroom. They are particularly useful for steering students' mind way from their native language toward the target language.

*Activity 2 Sentence- building*

*Purpose*

Focusing on the target language; group cohesion

*Method*

1. The students inhale to a count of 2 and exhale to a count of 2.
2. The students inhale to a count of 4 and exhale to a count of 4.
3. The students inhale to a count of 4 and on the out-breath say "I live in a house".
4. The students keep inhaling to the a count of 4 and on the out-breath say sentences " I live in a house with a red door and a red gate near the church at the top of the hill.

*Duration*

About 5 minutes.

(Dougill, 1987: 10-11)

## 2.3.1.3 Mime

Mime is a non-verbal representation of an idea or story through gestures, body movement and expressions.

*Activity 3* Guest the situation

*Purpose*

Warm-up: group cohesion.

*Method*

1. The students are arranged in-group of between 3 and 7.
2. One person from each group goes to the teacher, who whispers a situation to them.
3. The students return to their groups and mime the situation, which the others try to guest the situation. (the mime should not speak)

For example:

- You are having coffee when a fly lands in it.
- You are watching a tennis match.
- You are stroking a cat.
- You are reading a newspaper in the wind, etc.

*Activity 4* Mimed scene

*Purpose*

Fluency practice

*Method*

1. Students work in pairs or small groups. They are given a theme or topic and asked to prepare a short mime (not more than 3 minutes' length).
2. A time limit of 5 minutes is set for preparation and rehearsal.
3. Students perform their mimes in turn.
4. After each performance the teacher asks the spectators to interpret what have seen.

Suitable topics

- A burglary that goes wrong
- Love at first sight
- A duel
- The strange doctor
- An incident at a bus-stop
- An argument at the cinema

*Duration*

Up to 20 minutes, depending on the number of students

## 2.3.1.4 Improvisation

Improvisation is one of the words that can mean very different things to different people. For some it holds a feeling of dread because of its association



with unrehearsed performance before an audience, a situation guaranteed to make most people feel highly comfortable.

## *Activity 5 Progressive Improvisation*

### *Purpose*

Fluency practice

### *Method*

1. The teacher introduces the situation (eg parents are having breakfast and talking anxiously about their child who has stayed out all night and not returned home).
2. The teacher invites volunteers to take the parts of the parents.
3. After a while the teacher interrupts to introduce the brother/ sister of the missing child who has just woken up. The parents engage him/ her in conversation.
4. The teacher indicates that another student should join the group, this time taking the part of the missing child.
5. Depending on how things develop, the teacher might introduce other characters (eg a policeman looking for a person answering to the child's description).
6. Afterwards the groups discuss what happened and try again or use a different situation.

(Dougill, 1987:19-20)

### **1.3.1.5 Role Play**

*Activity:* 6 Role-Play in Pairs

*Purpose:*

To practice the language of socializing

*Method*

1. Give the students a brief example of the sort of conversation
2. Ask the students to prepare the drama performance in groups
3. Ask the group to performance the dialogues.
4. Discuss the performance.

The activities above give students opportunity to express themselves better in language action, because warm-up exercises, mime, improvisation and role play make the language learning become more effective in teaching and learning

process, for example in verbal and vocal warm-up exercises, improvisation and role play. The students are hoped to express their ideas based on their experiences, so they become interested and have self-confident in language learning. In this case, the English teaching through drama activities may be the most comfortable activity for students to motivate them and they may have positive attitudes in learning English.

## **2.4 Students' Motivation and Attitudes in Learning English**

### **2.4.1 Students' Motivation in Learning English**

There are two kinds of students' motivation in teaching learning process; they are intrinsic and extrinsic motivation. Anita (1990:150) states that there are intrinsic and extrinsic motivation to hold students take the lesson seriously. Amir (1985:36) divided that the intrinsic motivation into three factors, namely; 1. Adanya kebutuhan (*Need*) 2. Adanya cita-cita (*Intention*) 3. Adanya pengetahuan tentang kemajuan dirinya (*Knowledge of one's self-improvement*). And the Extrinsic Motivation also has three factors, namely; 1. Kompetisi (*competition*) 2. Hadiah (*Reward*) 3. Menghindar Dari Hukuman (*Avoiding Punishment*).

Many students may have poor motivation in teaching and learning process especially in EFL contexts. They have not willingness to improve their language to be better than before. It is seen from their activities in learning that they will not express their ideas or will not pay attention to the teachers when they explain the materials if the teachers do not pressure them by giving them a punishment. In this case, many students may only have extrinsic motivation to find the academic activities, especially in EFL contexts, such as the teachers' punishments or parents' willingness.

By the above condition, the teachers should do something to motivate their students to find the academic activities. The teachers motivate them by giving interesting activities to find academics activities meaningful like game, role-play and drama activity or other interesting activities.



Students' motivation in this research is concerned with their willingness to have interesting performance, especially in learning English. In other words, if the students find the academic activities, such as learning English meaningful, they may be well motivated and their performance in learning English will be certainly good. According to Anita (1990:328) motivation in learning is students' tendency to find academics activities meaningful and worthwhile and to try to derive the intended academics benefits from them. Motivation to learn can be constructed as both a general trait and a situation specific state.

The state of motivation to learn exists when students take the lesson activities seriously. They try to understand and improve, not just finish the work or get the grade. Motivation to learn involves more than of wanting or intending to learn. It also includes the quality of the students' mental efforts.

Based on the above statements the interesting activities like drama activities will influence the students' motivation in teaching learning process without giving them punishment or obligation to take the meaningful activities.

## **2.4.2 Students' Attitudes in Learning English**

Many Students may have negative attitudes in language learning, their belief to act in negative ways, they do not have meaningful experiences. It means that the students do not like the subject especially in EFL contexts. In this case, the students get difficulties in learning English as a foreign language. It can be seen by the students' predisposition to act toward the teachers' technique in teaching and learning process.

Considering the problem above, Kevin (1998: 154) suggests that many people believe that the teacher's personality is the most critical factor in successful teaching. If the teachers have warmth, empathy, sensitivity, enthusiasm and humor they are much more likely to be successful than if they lack of these characteristics. It means that the teachers' personality influence the students' belief to act in negative or positive way. Furthermore, if the teacher wants to help students have meaningful experiences, develop their attitudes and abilities in teaching and learning process, especially in EFL contexts, they need to know and





understand those students. However, before teachers can do that, they must know and understand themselves. For example, if the students do not pay attention when the teachers explain the subject, it may be caused by the teachers' technique factor.

To help the students have positive attitudes in teaching and learning process, the teacher should become aware to be a real person to determine effective technique by using the teaching techniques that cover students' freedom in expressing their ideas and seriously in learning. According to Rooger (1998: 159), an effective facilitator has the following attitudinal qualities:

1. Realness or genuineness, this attitude most basic to the learning relationship. The facilitator must be a real person, one who is being himself and who is free to be enthusiastic, bored or angry, instead of presenting a front of playing a role.
2. Valuing the learners to develop effective relationship, the facilitator must respect the learners' feeling, opinion and they persons as worthy in their own right, accepting both their intersections and heir potentialities.
3. Empathic understanding. This is the ability to understand the learners without judging or evaluating.

Based on the above statements, the teacher as an effective facilitator should understand the students' attitudes in teaching and learning process by using the technique that offers the students' interest, freedom and flexibility in expressing their ideas. The teacher should understand the students emphatically.

## **2.5 The Effect of Drama Activities on Students' Motivation and Attitudes in Learning English**

Drama activities are an alternative solution as a teaching technique to involve students' motivation and positive attitude, because it increases awareness, self-expression, and creativity. In this case, the students will become confident in their activities. Via (1972: 18) states that the purpose of creative drama does not produce acting skills but help children become more aware of life: to view their physical surrounding with delight and to develop empathy toward others and faith

confidence. In this case, Dougill (1987:7) says that a drama activity is an important aid to help students become more confident in their use of a foreign language (English) by allowing them to experience the language in operation. It means that drama activities cover the students' experience, and they will have opportunity and become more confident to express their ideas based on a real life that they understand and feel about it.

The drama activities influence students' motivation and attitude in learning English because by using them, students will have fun, enjoy themselves and be aware of life, and they practice using English language and extend their ability to communicate clearly and effectively. This statement is supported by Ariyanto (1992: 16) that:

- Drama helps students to become creative, imaginative, self reliant, fluent in self-expression and confident.
- Drama gives students motivation of learning
- Drama stimulates students to use the target language in communication.

By considering the statements, the drama activities provide chance to the students to speak English and develop their motivation and positive attitudes in learning English and they have meaningful activities.

## 2.6 Hypothesis

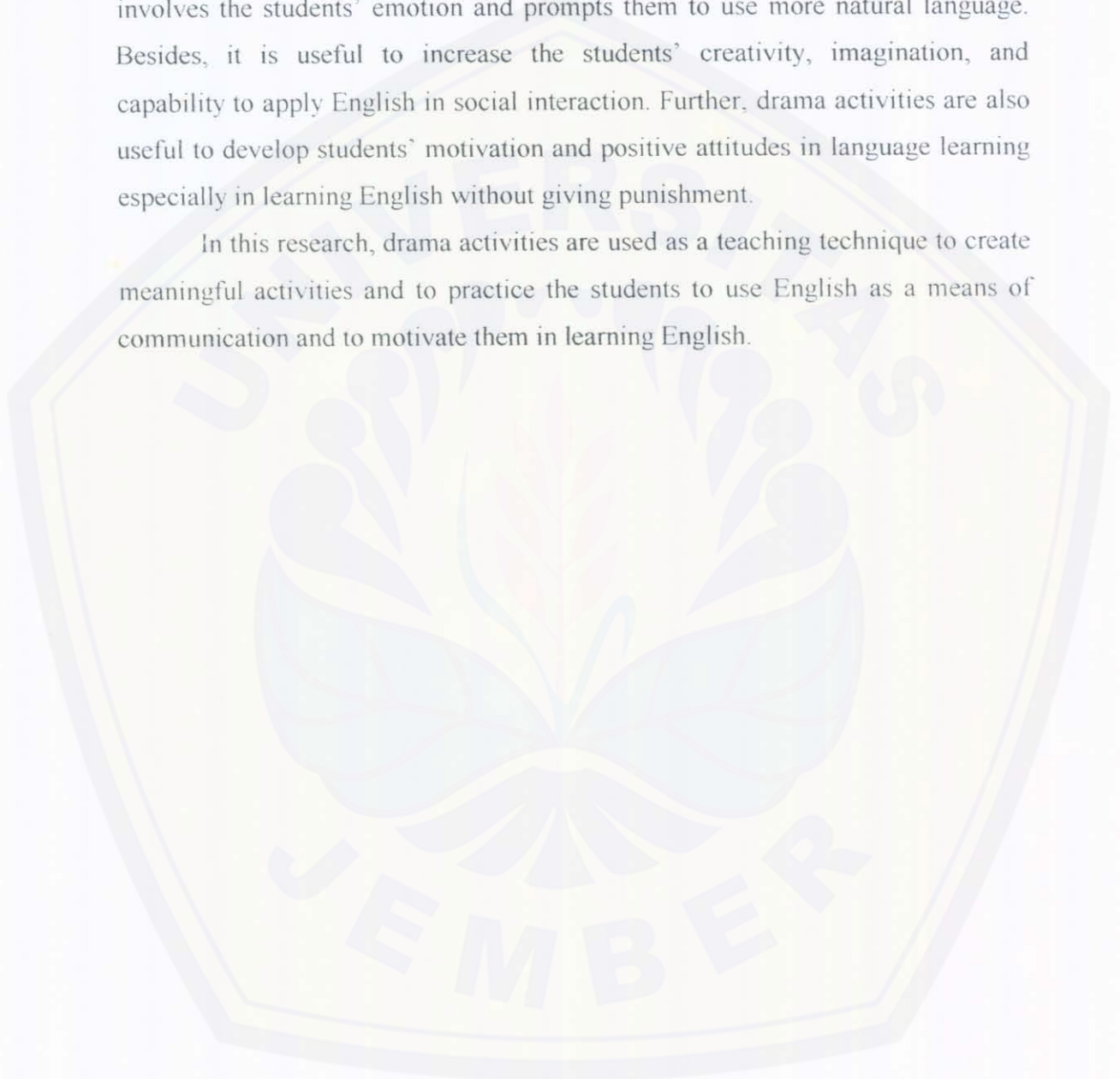
The hypothesizes of the research are as follows:

1. There is a significant effect of teaching English through drama activities on the second year students' motivation in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year.
2. There is a significant effect of teaching English through drama activities on the second year students' attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year.

## **2.7 The Strengths of Using Drama Activities in Teaching English**

Using drama activities in the English teaching might be entertaining for the teacher and the students and this is a new paradigm of a teaching technique that involves the students' emotion and prompts them to use more natural language. Besides, it is useful to increase the students' creativity, imagination, and capability to apply English in social interaction. Further, drama activities are also useful to develop students' motivation and positive attitudes in language learning especially in learning English without giving punishment.

In this research, drama activities are used as a teaching technique to create meaningful activities and to practice the students to use English as a means of communication and to motivate them in learning English.







### III. RESEARCH METHODS

This chapter presents research design, research area and research respondents. Respondents were determined by using proportional random sampling. The primary data was collected by questionnaire and analyzed by using t-test. Interview, observation and documentary study were done to obtain supporting data.

#### 3.1 Research Design

The research design was a pre experimental design. The design used was one group pre-experimental by subject design. The sample was one group or one class that was taken by proportional sampling. Pre-questionnaire was given before the treatment to know the students' motivation and attitudes in learning English. The post-questionnaire was given to the respondents to collect the data about the students' motivation and attitudes in learning English. It was given after the treatment. The treatment was teaching English through drama activities. The motivation and attitudes of the students in learning English in the group, before and after the treatment were analyzed by using t- test to know the significance of the mean difference of the group. To know their motivation and attitudes, the questionnaire dealing with their motivation and attitudes used. The design of this research can be described as follow:

$$0_1 \text{ X } 0_2$$

Note :

$0_1$  = pre-questionnaire

X = treatment/ experiment

$0_2$  = post-questionnaire

(Arikunto: 1998:84)

The procedures of the design applied in this research were as follows:

1. Determine one group as the respondents by proportional random sampling
2. Give questionnaires of motivation and attitudes to the group to know the students' motivation and attitudes before the treatment given.
3. Give treatment by teaching English through drama activities.
4. Give post-questionnaire to the group to know the students' motivation and attitudes after the treatment .
5. Counted the mean of pre-questionnaire to find the mean of the students' motivation and attitudes in learning English before the treatment.
6. Counted the mean of the post-questionnaire to find the mean of the students' motivation and attitudes in learning English through drama activities after the treatment.
7. Analyzed the mean difference of the questionnaire before and after the treatment by using t-test formula to know whether the difference was significant or not.

### **3.2 Research Area**

The research will be conducted at SLTP Negeri 3 Jember. This school was determined by using purposive method. The reasons of choosing this school are :

1. The English teacher at the school has never applied drama activities in teaching English.
2. The headmaster permitted the researcher to conduct the experimental research at the school.

### **3.3 Research Respondents**

The research respondents were the second year students of SLTP Negeri 3 Jember in the 2003/2004 academic year. And the number of population was 180 students that were divided into four classes. Each class consisted of 45 students. They were determined by using proportional random sampling, because one group will be taken as the sample. It was relevant to the design used that was one group pre- questionnaire and post-questionnaire design.

Arikunto (1998:107) stated that if the number of population is less than 100 persons, the population research could be conducted. On the other hand, if the number of population is more than 100 persons, the samples research can be conducted and sample can be taken 10 – 15%, 20 – 25% or more of the population.

**Table 1: The samples taken by using proportional sampling for each class.**

No.	Class	Number of students	Sample
1.	IIA	45	8
2.	IIB	45	8
3.	IIC	45	8
4.	IID	45	8
Total		180	32

### 3.4 Research Instruments

A number of research instruments were used to collect the primary data and the supporting data. The primary data was collected by questionnaire and the supporting data was obtained from interview, observation and documentation.

#### 3.4.1 Questionnaire

Arikunto (1998:73) stated that questionnaire is a series of questions used to measure skill, knowledge, intelligence, capability or talent possessed by an individual or group and it can be used to get data. The questionnaire will be used to measure the students' motivation and attitudes towards learning English before and after the treatment.

Concerning with the form of the questionnaire, there were two kinds of questionnaire, namely subjective and objective questionnaire. Both of them consist of many items answered by choosing the correct answer from some alternatives provided. Subjective questionnaire contains some questions that ask the answer in the form of relatively long essay.



The questionnaire form of the research to measure the students' motivation and attitudes in learning English before and after the treatment was objective questionnaire in the form of multiple choice. In this case Marlene (1995:422) said that in the form of multiple choice form, the respondents of the research should choose the correct answer from the options provided. Giving index formed items 1, 2 and 3 will score the items of the answer. The evaluator was able to divided students into "low enthusiasm" and "high enthusiasm" answers from the option on the basis of the index formed by the item 1, 2 and 3. It means that the researcher give scoring for the items answer 3 for the high enthusiasm option and 1 for lowest enthusiasm answer.

Questionnaires instrument about the students' motivation and attitudes were enclosed on Appendix 6.

### **3.4.2 Observation**

In this research, observation was used to get the appropriate data about the students' activities in learning English through drama activities.

In this research, systematic observation was used to observe the English teaching learning process of the group as the supporting data. It was contained some indicators to consider during observing the respondents' activities. The list of the observation guide can be seen on Appendix 4.

### **3.4.3 Documents**

In this research, documents have been used to get the supporting data about the students' list and names of the respondents obtained from the school. The guide documentation was enclosed on Appendix 5

### 3.4.4 Data Analysis Method

Data analysis method was a technique has been used to process and analyzed the data, which have been gathered by using the data collection method.

After using questionnaires of motivation and attitudes has collected the primary data, the results of the questionnaires of both pre-questionnaire and post-questionnaire have been analyzed by using t-test formula as follows.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Notes:

- t = t test (Questionnaire)
- Md = mean of the deviation of the pre-questionnaire and post-questionnaire
- xd = The deviation of each subject (d-Md)
- N = The number of subjects
- db = N-1

(Adapted from Arikunto, 1998:298)

The formula of the t-test above was used to compare the result of the pre-questionnaires with the result of the post-questionnaire of the students' motivation and attitudes in learning English through drama activities.



#### IV. RESEARCH RESULTS DATA ANALYSIS AND DISCUSSION

This chapter presents the research results dealing with the primary data and supporting data. The primary data were the second students' motivation and attitudes from the questionnaires before the treatment and after the treatment toward learning English. The supporting data were obtained by using interview, documentary study and observation.

##### 4.1. Primary Data

##### 4.1.1 The Results of the Pre-Questionnaire and Post-Questionnaire

Pre-questionnaire and post-questionnaire in this research were conducted on January 19<sup>th</sup> 2004. Pre-questionnaires were given before the treatment and post-questionnaires were given after the treatment. The treatment was conducted on January 19<sup>th</sup> 2004, and the topic of the activities was "At the Zoo"

To collect the data of the students' motivation and attitudes in learning English through drama activities, the pre-questionnaire and post-questionnaire of motivation and attitudes as the instrument of the research was given to the respondents at odd semester of the second year students on January 19<sup>th</sup> 2004. It consisted of 30 items with equal distribution of each indicator, the students' motivation (15 items) and the students' attitudes (15 items).

To calculate the scores of the students' motivation and attitudes in learning English through drama activities, the collected main data were analyzed by using the t-test formula. Dealing with the scoring, the students got the scores from the items that the students chose among a, b, or c. The options of the items covered intrinsic motivation, extrinsic motivation and no motivation of the motivation questionnaire. The attitudes questionnaire covered positive and negative attitudes. The students who chose the item of the high motivation or positive attitudes they got score 3, the students who chose the item of lack of motivation or negative attitudes, they got score 2 or 1. The students had good motivation or positive attitudes, if he got minimal total score 31 from each variable and the highest total score was 45.



The Table 2 presents the results of the post-questionnaire of students' motivation and the data analysis to find  $d$ ,  $x_d$ , and  $x^2d$

**Table 2: The Scores and The Data Analysis of the Students' Motivation in Learning English**

NO	Pre-Questionnaire	Post -Questionnaire	d	Xd	$x^2d$
1	29	29	0	-2.53	6.382
2	29	33	4	1.47	2.172
3	28	26	-2	-4.53	20.488
4	40	44	4	1.47	2.172
5	28	34	6	3.47	12.066
6	34	42	8	5.47	29.961
7	34	33	-1	-3.53	12.435
8	30	42	12	9.47	89.751
9	37	32	-5	-7.53	56.645
10	31	25	-6	-8.53	72.698
11	35	29	-6	-8.53	72.698
12	34	30	-4	-6.53	42.593
13	31	43	12	9.47	89.751
14	37	36	-1	-3.53	12.435
15	30	32	2	-0.53	0.277
16	28	34	6	3.47	12.066
17	40	36	-4	-6.53	42.593
18	27	45	18	15.47	239.435
19	27	40	13	10.47	109.698
20	32	38	6	3.47	12.066
21	31	39	8	5.47	29.961
22	30	41	11	8.47	71.803
23	29	32	3	0.47	0.224
34	43	36	-7	-9.53	90.751
35	43	36	-7	-9.53	90.751
36	29	24	-5	-7.53	56.645
37	30	37	7	4.47	20.014
38	29	30	1	-1.53	2.330
39	29	44	15	12.47	155.593
30	41	36	-5	-7.53	56.645
31	36	40	4	1.47	2.172
32	32	42	10	7.47	55.856
Total	1262	1358			1571.127
Average	33.21	35.74	3.031		

Based on the data above, to know whether there was a significant effect of teaching English through drama activities on the second year students' motivation in learning English, the collected data on the Table 2 was analyzed by using t-test formula.

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} &= \frac{3.031}{\sqrt{\frac{1571.127}{32(32-1)}}} &= \frac{3.031}{\sqrt{\frac{1571.127}{992}}} \\
 &= \frac{3.031}{\sqrt{1.584}} &= \frac{3.031}{1.258} &= 2.409
 \end{aligned}$$

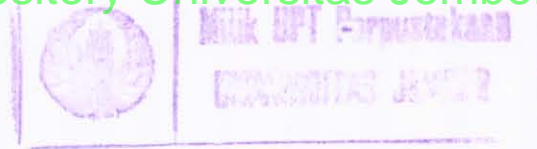
The results of the data analysis of the students' motivation in learning English showed that the value of t-statistic was 2.409, while the value of t-critic was 2.042 with the degree of freedom (df) was 31 on the significance level of 5%. In other words, the value of t-empiric was higher than the value of t-critic. It means that the post-questionnaire scores were higher than the pre-questionnaire scores. It could be concluded that there was a positive effect of teaching English through drama activities on the students' motivation in learning English on the second year students at SLTP Negeri 3 Jember in the 2003/2004 academic year.

The following Table 3 presents the results of the post-questionnaire of students' attitudes and the data analysis to find d, xd, and  $x^2d$

**Table 3 : The Scores and Data Analysis of the Students' Attitudes in Learning English**

NO	Pre-Questionnaire	Post-Questionnaire	d	xd	$x^2d$
1	34	32	-2	-5.05	25.529
2	41	28	-13	-16.05	257.687
3	27	30	3	-0.05	0.003
4	22	39	17	13.95	194.529
5	31	32	1	-2.05	4.213
6	27	44	17	13.95	194.529
7	24	32	8	4.95	24.476
8	37	43	6	2.95	8.687





9	28	36	8	4.95	24.476
10	33	30	-3	-6.05	36.634
11	27	23	-4	-7.05	49.740
12	36	27	-9	-12.05	145.266
13	38	45	7	3.95	15.582
14	41	44	3	-0.05	0.003
15	40	38	-2	-5.05	25.529
16	32	34	2	-1.05	1.108
17	38	44	6	2.95	8.687
18	29	45	16	12.95	167.634
19	38	45	7	3.95	15.582
20	26	42	16	12.95	167.634
21	30	44	14	10.95	119.845
22	31	39	8	4.95	24.476
23	43	28	-15	-18.05	325.898
24	43	34	-9	-12.05	145.266
25	34	31	-3	-6.05	36.634
26	31	29	-2	-5.05	25.529
27	29	41	12	8.95	80.055
28	39	32	-7	-10.05	101.055
29	42	44	2	-1.05	1.108
30	31	37	6	2.95	8.687
31	34	40	6	2.95	8.687
38	25	41	16	12.95	167.634
Total	1293	1409			2412.402
Average	34.03	37.08	3.50		

Based on the data above, to know whether there was a significant effect of teaching English through drama activities on the second year students' attitudes in learning English, the collected data on the Table 3 above was analyzed by using t-test formula.

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} = \frac{3.50}{\sqrt{\frac{2412.402}{32(32-1)}}} = \frac{3.50}{\sqrt{\frac{2412.402}{992}}} \\
 &= \frac{3.50}{\sqrt{2.432}} = \frac{3.50}{1.559} = 2.245
 \end{aligned}$$



The results of the data analysis of the students' attitudes in learning English showed that the value of t-statistic was 2.245, while the value of t-critic was 2.042 with the degree of freedom (df) was 31 on the significance level of 5%. In other words, the value of t-empiric was higher than value of t-critic. It means that the post-questionnaire scores were higher than the pre-questionnaire scores. It could be concluded that there was a positive effect of teaching English through drama activities on the students' attitudes in learning English on the second year students at SLTP Negeri 3 Jember in the 2003/2004 academic year.

## **4.2 Hypothesis Verification**

### **4.2.1 The Effect of Teaching English through Drama Activities on the Students' Motivation in Learning English**

The result of the data analysis of the students' motivation showed that statistical value of t was 2.409. After being consulted to the table of t with df 31 and the 5% significance level, the value of t-critic was 2.042. It means that statistical value of t- empiric was higher than t-critic or  $2.409 > 2.042$ . In other words, the alternative hypothesis was accepted. It means there was a significant effect of teaching English through drama activities on the second year students' motivation in learning English.

### **4.2.2 The Effect of Teaching English through Drama Activities on Students' Attitudes In Learning English**

The results of the data analysis of the students' attitudes showed that statistical value of t was 2.245. After being consulted to the table of t with df 31 and the 5% significance level, the value of t-critic was 2.042. It means that statistical value of t-empiric was higher than t-critic or  $2.245 > 2.042$ . In other words, the alternative hypothesis was accepted. It means there was a significant effect of teaching English through drama activities on the second year students' attitudes in learning English.

### **4.3 Supporting Data**

#### **4.3.1 Result of Interview**

The interview was held on January 17<sup>th</sup> 2004. In teaching English, the teacher applied communicative approach based on the 1999 English curriculum. The English teaching covered four skills namely: listening, speaking, reading and writing. In teaching speaking the teacher often uses the dialogues to the students but she never uses drama activities.

#### **4.3.2 Result of Observation**

The observation was held during the treatment in the form of teaching English by using drama activities on January 19<sup>th</sup> 2004. The results showed that the students were actively involved in performing drama activities about recreation at the zoo. They could memorize the new sentences and perform their ideas in making conversations spontaneously about the animals at the zoo.

The application of drama activities helped the students to express their ideas freely in the real situation and make them active in using English as means of communication. They were not afraid or ashamed to speak English in improvisation activity although they had poor pronunciation and limited vocabularies.

Briefly, the results of observation showed the students could practice speaking English through drama activities.

#### **4.3.3 Result of Documentary Study**

The documentary study was held on January 23<sup>rd</sup> 2004. It was intended to get the supporting data about the names of the second year students of SLTP Negeri 3 Jember who became the respondents. The names of the respondents were enclosed on Appendix 7.

#### 4.4 Discussion

The results of data analysis showed that there was a significant effect of teaching English through drama activities on the second year students' motivation and attitudes in learning English at SLTP Negeri 3 Jember. It means after the treatment that was the students' were taught English by using drama activities, they had higher motivation and positive attitudes than before the treatment. Those results were supported by the results of observation that the students were enthusiastic in learning English through drama activities. They were actively involved in doing drama activities in groups

From the application of the drama activities during the treatment, the students often expressed their ideas about the theme of the subject freely, and paid attention to their friends' performance in improvisation activity. In addition, the result of observation showed the use of drama activities in teaching learning process supported the results of questionnaires that there were the significants of teaching English through drama activities on second year students' motivation and attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year.





## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Based on the results of the data analysis and discussion above, the research results could be concluded as follows:

1. There was a significance effect of teaching English through drama activities on the second year students' motivation in learning English at SLTP Negeri 3 Jember in 2003/2004 academic year.
2. There was a significance effect of teaching English through drama activities on the second year students' attitudes in learning English at SLTP Negeri 3 Jember in 2003/2004 academic year.

The results suggest that effective in teaching English technique to improve the students' motivation and attitudes in learning English. Those might result from the aspects that the use of drama activities could arouse the students' interest and help the students to understand the lesson easily.

### 5.2 Suggestions

After knowing that there was a positive effect of teaching English through drama activities on the students' motivation and attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year, some suggestions are given to the English teacher, the students and the other researchers.

1. The English teacher, especially in SLTP Negeri 3 Jember is suggested to apply drama activities so that the students can improve their motivation and attitudes in learning English. He/she should be sensitive to the atmosphere of the class, if there is a tendency that the students are bored in certain way of teaching, the teacher should give other alternatives teaching techniques.
2. The students of SLTP Negeri 3 Jember should be involved actively in the English teaching learning process. They are suggested to practice their English by using drama activities to improve their speaking skill.



3. The other researchers are suggested to conduct a further research dealing with the use of drama activities to build the students' motivation and attitudes in learning English by using another research design, such as classroom action research.



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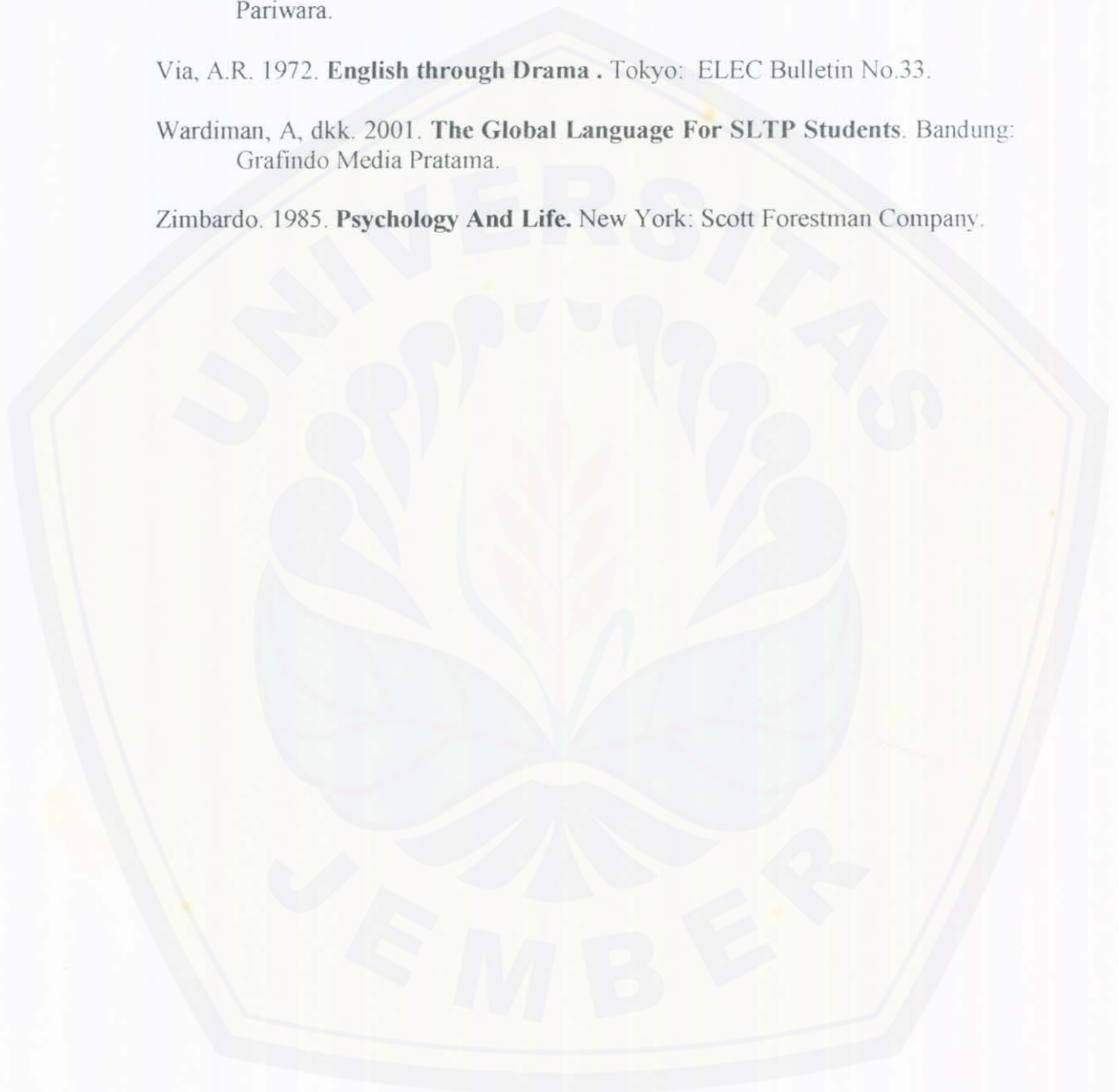
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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
The Effect of Teaching English through Drama Activities on the Second Year Students' Motivation and Attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 Academic Year.	<p>1. Is there any positive effect of teaching English through Drama Activities on the second year students' Motivation in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year?</p> <p>2. Is there any positive effect of teaching English through Drama Activities on the second year students' Attitudes in learning English at SLTP Negeri 3 Jember in the 2003/2004 academic year?</p>	<p>1. Independent Variable                      ➤ The use of drama activities in teaching English</p> <p>2. Dependent Variable                      ➤ The second year students' motivation in learning English                      ➤ The second year students' attitudes in learning English</p>	<p>1. a) introductory warm-up exercises                      b) Verbal and vocal warm-up exercises                      c) Mime                      d) Improvisation                      e) Role Play</p> <p>2. a) Motivation                      b) Attitudes</p>	<p>1. Respondents:                      The second year students of SLTP Negeri 3 Jember in the 2003/2004 academic year.                      2. Interview                      3. Documents                      2. Observation</p>	<p>1. Research Design                      Experimental Research                      2. Area Determination Method                      Purposive Method                      3. Respondents Determination Method                      Purposive Cluster Sampling                      3. Data Collection Methods                      a. Primary Data                      Questionnaire                      b. Supporting Data                      Documentation                      - Observation                      4. Data Analysis Method                      By Using t-test :</p> $t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$ <p>Notes:                      t = the value of t-test (Questionnaire)                      Md = mean of the deviation of the pre-questionnaire and post-questionnaire                      N = number of subject                      db =</p>	<p>1. There is a positive effect of teaching English through drama activities on the second year students' motivation in learning English at SLTP Negeri 3 Jember in the 2003/ 2004 academic year.</p> <p>2. There is a positive effect of teaching English through drama activities on the second year students' attitudes in learning English at SLTP Negeri 3 Jember in the 2003/ 2004 academic year.</p>

7

## Lesson plan

Subject	: English
Level/ semester	: II/ III
Class	: Experimental class
Theme	: Recreation
Sub-theme	: At the zoo
Language Focus	: Speaking
Time	: 2 x 45'

**I. General instructional objective**

By mastering 250 new vocabularies in the level of vocabulary about 750 and structure which is suitable with the theme and sub-theme that has been chosen, the students are able to read, to listen, to speak and to write.

**II. Specific instructional objectives**

- 1) The students are able to mention kinds of animals by using warm-up activity
- 2) The students are able to pronounce the sentences about animals by using verbal and vocal activity
- 3) The students are able to express the sentences about animals by using mime activities
- 4) The students are able to make dialogues spontaneously by using improvisation activity
- 5) The students are able to perform their scene

**III. Material description**

Enclosed

**IV. Teaching learning activity**

- 1) Approach : Meaningfulness Approach
- 2) technique : Drama activities

No	Teaching learning activities	Time
<b>I</b>	<b>Introduction</b> 1. Greeting 2. Give motivation	5'





**V. Media and source of teaching.**

A) Media : -

B) Source : 1. Drama activities in teaching learning English process  
2. PR Bahasa Inggris kelas 2 SLTP  
3. The Global Language for SLTP Students

**VI. Evaluation**

A) Procedure : Conducted during the teaching English by using drama activities.

B) Instrument : 1. Questionnaire  
2. Observation

C) Indicator Evaluated : 1. The Students' activities in learning English through drama activities  
2. The students' response in learning English through drama activities

Jember, January 13<sup>th</sup> 2004

**Researcher**

R o d l i

THE WORKSHEET OF DRAMA ACTIVITIES

**Theme** : Recreation  
**Sub-theme** : At The Zoo

**I. Introductory Warm-up exercises**

Warm-up exercises can be used to begin the teaching and learning activity and help to involve convertible atmosphere in the language classroom. The purpose of warm-up exercises is to act in situation where the students become strangers and understand their classmate well and able to produce new words about animals. There are some activities that should be done in warm-up exercises. They are:

*Activity 1* Handshakes

*Purpose*

Introduction; ice-breaker

*Method*

1. The students stand up and move around the class in any direction they choose.
2. The teacher claps hands and the students stop and introduce the animal to the nearest person.
3. The teacher tells the students to move on after allowing 2 – 3 minutes.
4. Afterwards the teacher sees how many animal the students can remember.

*Duration*

About 10 minutes

(Dougill, 1987:10)

**II. Verbal and Vocal Warm-Up Exercises**

Communication is the main factor in the drama activities and the central of language learning. Verbal and Warm-up exercises will facilitate fluency and collaboration that are easily transposed to the language classroom. They are particularly useful for steering the students' mind way from their native language toward the target language.

*Activity 2* Sentence- building

*Purpose*

Focusing on the target language; group cohesion

*Method*

1. The students inhale to a count of 2 and exhale to a count of 2.
2. The students inhale to a count of 4 and exhale to a count of 4.



3. The students inhale to a count of 4 and on the out-breath say "I have ever visited Wonokromo zoo".
4. The students keep inhaling to the count of 4 and on the out-breath say sentences.
  - Lion is wild animal
  - The zoo is clean and the collection of animal is complete

*Duration*

About 5 minutes.

(Dougill, 1987: 10-11)

### III. Mime

Mime is a non-verbal representation of an idea or story through gestures, bodily movement and expressions.

*Activity 3* Guest the situation

*Purpose*

Warm-up: group cohesion.

*Method*

1. The students are arranged in-group of between 3 and 7.
2. A student from each group goes to the teacher, who whispers a situation to them.
3. A student return to their groups and mime the situation, whole the others try to guest the situation.

For example:

- A cat creeps on the top of the ceiling.
- A bird flies high in the sky.
- A horse gallops along the road.
- An elephant swings his trunk high in the air.

*Activity 4* Mimed scene

*Purpose*

Fluency practice

*Method*

1. The students work in pairs or small groups. They are given a theme or topic and asked to prepare a short mime (not more than 3 minutes' length).
2. A time limit of 5 minutes is set for preparation and rehearsal.
3. The students perform their mimes in turn.
4. After each performance the teacher asks the spectators to interpret what have seen.

Suitable topics

- Pigeons in love
- Cat in the mouse's' house
- The cat and the dog

## IV. Improvisation

Improvisation is one of the words that can mean very different things to different people. For some it holds a feeling of dread because of its association with unrehearsed performance before an audience, a situation guaranteed to make most people feel highly uncomfortable.

### *Activity 5* Progressive Improvisation

#### *Purpose*

Fluency practice

#### *Method*

1. The teacher introduces the situation (e.g. parents are having breakfast and talking anxiously about their dog that has stayed out all night and not returned home).
2. The teacher invites volunteers to take the parts of the parents.
3. After a while the teacher interrupts to introduce the children who have just woken up. The parents engage him/ her in conversation.
4. The teacher indicates that another students should join the group, this time he/she taking the part of the missing dog
5. Depending on how things develop, the teacher might introduce other characters (e.g. a policeman looking for a person answering to the dog's description).
6. Afterwards the groups discuss what happened and try again to use a different situation.

(Dougill, 1987:19-20)

## Interview Guide

No	Questions	Data Resources
1	How do you teach English to your students?	The English Teacher
2	What technique do you usually use in teaching English ?	
3	How is the students' motivation in learning English?	
4	How is the students' attitude in learning English?	



## Observation Guide

No	The Indicators Observed	Data Resources
1	The students' activities in learning English through drama activities	The Students
2	The students' performance in learning English through drama activities	

No.	The Object of The Observation
1.	The students often expressing their own ideas freely
2.	The students having a fun of enjoying the games
3.	The students pay attention their friends while having drama performance in front of the class
4.	The students make group of performance immediately
5.	The students discuss the subject actively

## Documentary Guide

No	The Supporting Data Taken	Data Resources
1	The Names of the Respondents	Documents



## THE QUESTIONNAIRE TO MEASURE THE STUDENTS' MOTIVATION IN LEARNING ENGLISH

NAME : .....  
CLASS : .....  
NO : .....

### A. Pengantar

Kami mengharap dengan hormat kepada anda untuk membantu kelancaran dan kesuksesan pelaksanaan penelitian proses belajar bahasa Inggris.

Bersama ini kami sampaikan angket yang berisi beberapa pertanyaan yang berhubungan dengan motivasi dan sikap dan kami mohon untuk diisi dengan sejujurnya.

Atas kesediaanya anda dalam membantu proses penelitian ini sebelumnya saya ucapkan terimakasih yang sebesar-besarnya.

### B. Petunjuk Pengisian

1. Baca baik-baik seluruh pertanyaan beserta jawabannya dengan teliti!
2. Pilih salah satu alternatif jawaban yang paling sesuai dengan keadaan yang sedang anda alami dengan memberi tanda silang pada huruf di muka jawaban yang tersedia!

### C. Pertanyaan

1. Mengapa anda belajar bahasa Inggris?
  - a. Karena ada dalam mata pelajaran sekolah
  - b. Supaya bisa berkomunikasi dengan Bahasa Inggris
  - c. Supaya mendapatkan nilai
2. Guru meminta anda untuk selalu menghafal kata-kata baru Bahasa Inggris dalam setiap kali pertemuan. Bagaimana perasaan anda?
  - a. Saya tidak senang karena akan menjadi malu.
  - b. Saya senang karena akan membantu untuk mengingat kata-kata baru.
  - c. Saya tidak pernah diminta untuk melakukan hal tersebut.



3. Apabila guru memberikan kesempatan untuk mengekspresikan kalimat dengan olah wajah (mime). Bagaimana perasaan anda?
  - a. Dengan senang hati akan melakukan dengan baik.
  - b. Tidak senang, lebih baik diberi kesempatan yang lain.
  - c. Guru bahasa Inggris tidak pernah memberikan kesempatan tersebut.
4. Apakah anda suka menyaksikan drama yang menggunakan bahasa Inggris?
  - a. Suka karena dapat menambah pebendaharaan kata dan melatih pendengaran.
  - b. Tidak suka karena saya tidak bisa mengerti.
  - c. Tidak pernah menyaksikan karena tidak ada kegiatan tersebut.
5. Sekolah anda mempunyai keinginan untuk membuat kelompok bermain drama dengan bahasa Inggris. Bagaimana perasaan anda?
  - a. Biasa saja asalkan bukan suatu keharusan bagi semua siswa untuk ikut.
  - b. Tidak tertarik untuk ikut karena saya tidak bisa.
  - c. Saya senang sekali dengan kegiatan tersebut karena akan mendukung keinginan saya bisa berbahasa Inggris secara aktif.
6. Sekolah anda akan mengundang guru bahasa Inggris yang menggunakan cara dengan bermain drama. Bagaimana menurut anda/
  - a. Senang sekali karena ingin belajar bahasa Inggris dengan bentuk drama.
  - b. Saya tidak tertarik dengan kegiatan tersebut.
  - c. Saya akan menyaksikan saja.
7. Guru mewajibkan membuat kalimat pada setiap pertemuan pelajaran bahasa Inggris. Bagaimana perasaan anda?
  - a. Senang sekali karena membiasakan untuk terus berbahasa Inggris.
  - b. Biasa-biasa saja.
  - c. Tidak senang karena saya kesulitan dalam menulis bahasa Inggris.
8. Bila guru sering meminta anda untuk mengungkapkan pengalaman dalam bahasa Inggris secara lisan. Bagaimana perasaan anda?
  - a. Saya senang karena melatih untuk menggunakan bahasa Inggris secara lisan.
  - b. Tugas tersebut sulit bagi saya.
  - c. Lebih senang diminta mengerjakan yang ada dalam buku.
9. Teman anda meminta anda menjadi juru bicara dalam diskusi bahasa Inggris. Bagaimana perasaan anda?

- a. Tawaran yang sangat menyenangkan bagi saya. Untuk membuktikan bahwa saya mampu berbahasa Inggris dengan baik.
  - b. Saya tidak senang diskusi dalam bahasa Inggris.
  - c. Saya tidak bersedia karena ada teman yang lebih pandai berbahasa Inggris daripada saya.
10. Bagaimana perasaan anda bila diadakan acara perlombaan permainan drama bahasa Inggris di sekolah anda?
- a. Suka sekali karena akan meningkatkan kemampuan bahasa Inggris.
  - b. Belum pernah ada acara tersebut.
  - c. Saya tidak ingin ikut lomba tersebut, karena saya tidak tertarik.
11. Bagaimana perasaan anda ketika melihat teman anda berakting dengan berbicara bahasa Inggris dengan baik.
- a. Senang karena punya teman yang pandai bahasa Inggris.
  - b. Biasa saja.
  - c. Saya ingin ikut terlibat dalam bermain drama bahasa Inggris.
12. Bagaimana perasaan anda apabila sekolah memilih anda untuk mengikuti perlombaan bahasa Inggris di tingkat kabupaten?
- a. Tidak mau, saya tidak bisa.
  - b. Dengan senang hati akan saya terima tawaran tersebut untuk menguji kemampuan saya.
  - c. Belum pernah ada tawaran tersebut.
13. Guru akan memberikan hadiah pada anda apabila anda bisa menebak kalimat yang diekspresikan teman anda dengan bahasa Inggris. Bagaimana perasaan anda?
- a. Guru bahasa Inggris tidak pernah memberikan hadiah.
  - b. Saya sangat senang sekali.
  - c. Biasa-biasa saja.
14. Nilai anda akan dikurangi apabila anda tidak mau ikut bermain drama dengan bahasa Inggris. Bagaimana perasaan anda?
- a. Tidak masalah bagi saya.
  - b. Saya akan ikut bermain dalam bahasa Inggris.
  - c. Saya akan menjadi tidak senang dengan bahasa Inggris.

15. Guru akan memberikan sanksi menghafal kosakata apabila anda tidak memperhatikan teman anda ketika tampil bermain drama bahasa Inggris. Bagaimana menurut anda?

- a. Saya akan memperhatikan.
- b. Saya akan pura-pura memperhatikan.
- c. Saya tidak memperhatikan.





## **THE QUESTIONNAIRE TO MEASURE THE STUDENTS' ATTITUDES IN LEARNING ENGLISH.**

1. Pada saat bel berbunyi, memasuki jam pelajaran bahasa Inggris. Apa yang anda lakukan?
  - a. Mengharap guru bahasa Inggris untuk tidak bisa hadir, karena bahasa Inggris itu sulit.
  - b. Menanti guru bahasa Inggris masuk kelas.
  - c. Segera masuk kelas dan menyiapkan buku dan catatan bahasa Inggris
2. Bagaimana anda menerima materi pelajaran bahasa Inggris dalam bentuk bermain drama?
  - a. Saya dapat menerima dan mengikuti dengan baik.
  - b. Saya kesulitan untuk mengikutinya.
  - c. Belum pernah menerima dalam bentuk bermain drama.
3. Apakah cukup belajar Bahasa Inggris 2X dalam seminggu itu?
  - a. Sudah cukup
  - b. Tidak cukup
  - c. Saya ingin ada penambahan tapi dengan metode bermain yang menyenangkan.
4. Guru Bahasa Inggris memberikan tugas untuk dikerjakan di kelas karena ia tidak bisa mengajar, yang anda lakukan adalah?
  - a. Saya segera mengerjakannya
  - b. Saya tidak mengerjakannya karena gurunya tidak ada.
  - c. Menunggu pekerjaan teman selesai.
5. Dalam proses belajar-mengajar bahasa Inggris guru lebih sering menggunakan aktivitas bermain drama. Bagaimana pendapat anda?
  - a. Saya mengikutinya karena merupakan kesempatan latihan menggunakan bahasa Inggris.
  - b. Saya tidak setuju karena saya tidak bisa akting
  - c. Guru tidak pernah mengajarkan drama
6. Bila diberi PR untuk menyiapkan permainan drama bahasa Inggris oleh guru, apa yang anda lakukan?

- a. Saya setuju dan segera membentuk kelompok dengan teman-teman.
  - b. Menunggu teman-teman mengajak saya.
  - c. Akan memilih peran yang sedikit.
7. Bila anda diberi kesempatan guru berbicara Bahasa Inggris di depan kelas, yang anda lakukan adalah?
- a. Saya tidak berani maju ke depan karena saya tidak bisa.
  - b. Saya akan mencobanya.
  - c. Menunggu teman melakukannya terlebih dahulu.
8. Apabila ada perlombaan bermain drama Bahasa Inggris. Apa yang anda lakukan?
- a. Saya akan ikut.
  - b. Saya tidak ikut karena tidak wajib.
  - c. Saya akan menjadi supporter saja.
9. Guru Bahasa Inggris meminta anda untuk membuat kelompok permainan bahasa Inggris. Sikap anda adalah?
- a. Cepat membentuk kelompok dan berdiskusi.
  - b. Menunggu teman-teman mengajak untuk menjadi anggota kelompoknya.
  - c. Meminta untuk menjadi ketua kelompok.
10. Guru memberikan kesempatan untuk mengungkapkan ide dari hasil diskusi dengan menggunakan Bahasa Inggris di depan kelas. Sikap anda adalah?
- a. Kami segera melakukannya.
  - b. Apabila diminta guru kami akan melakukannya.
  - c. Meminta teman untuk mewakili.
11. Guru meminta anda untuk membuat dialog percakapan Bahasa Inggris. Yang biasa anda lakukan adalah?
- a. Menunggu hasil dari miliknya teman-teman.
  - b. Membuat dan mendiskusikannya.
  - c. Tidak melakukannya kalau tidak berpengaruh pada nilai.
12. Di dalam mempraktekan percakapan Bahasa Inggris di depan kelas, yang anda lakukan adalah?

- a. Saya memilih dialog yang pendek saja.
  - b. Saya akan melakukan yang terbaik sesuai dengan kesepakatan teman-teman.
  - c. Saya menunggu giliran yang paling akhir.
13. Guru bahasa Inggris mewajibkan seluruh siswa untuk berusaha menggunakan bahasa Inggris dalam setiap jam pelajaran Bahasa Inggris. Bagaimana sikap anda?
- a. Saya sangat setuju dan berusaha mempraktekan dengan teman-teman di kelas.
  - b. Tidak setuju karena akan menghambat untuk berkomunikasi dengan teman-teman.
  - c. Saya yakin tidak mungkin.
14. Apakah anda yakin, bahwa dengan belajar bahasa Inggris dengan menggunakan drama itu memberikan peluang untuk meningkatkan bahasa Inggris.
- a. Ya, saya setuju dan saya suka bentuk permainan itu.
  - b. Saya tidak tahu.
  - c. Justru menjadikan saya takut dan malu untuk mengekspresikan keinginan saya karena tidak bisa ber-akting.
15. Sekolah anda akan mengundang guru bahasa Inggris yang menggunakan cara dengan bermain drama. Bagaimana pendapat anda?
- a. Saya sangat setuju karena saya ingin belajar bahasa Inggris dengan bentuk drama.
  - b. Saya tidak tertarik kegiatan tersebut.
  - c. Saya akan menyaksikan saja.



## THE NAMES OF THE RESPONDENTS

NO.	NAME	NO.	NAME
1	Cholifatur Rosidah	20	Purwaning Nur
2	Desy Sofiati N	21	Abdur Rochman Alif
3	Agustin Prakasiwi	22	Alan Yulianto
4	Emilia Ratna Juwita	23	Andre Rucmansya
5	Amalia H. R.	24	Danial S
6	Asfia F.	25	Bagas Satya D. N.
7	Ahdya Islaha W.	26	Achmad Farhappy
8	Astrid M.	27	Deyda Megawa
9	Anista Fitria Sari	28	Devy Meylina
10	Addys Vannie V.	29	Cita Nida Ayu
11	Ajeng R.	30	Asfina M.
12	Anggita M.	31	Aldila Dwi Putri A.
13	Emha Dhany R.	32	Emy Narulita
14	Bambang P.	33	Purwaning Nur
15	Deddy K.	34	Afia Ulizana
16	Ahmad Rizal D.R.	35	Rizky Ardiansyah Putra
17	Bing Febriandana	36	Andy Z.
18	Candra Arif W.	37	Achmad Fathir Alamin
19	Dinda Fajarin D.	38	Abu Hanifah

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

db	Taraf Signifikansi	
	5%	1%
1	12,76	63,657
2	4,304	9,925
3	3,128	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 I: Cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM, Yogyakarta, 1975, p. 272.

Nomor **049** J25.1.5/PL5/2004

Jember, Januari 2004

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Kepala SLTP Negeri 3 Jember  
di.-

t e m p a t

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

NAMA : Rodli

NIM : 96 - 215

Jurusan / Program : PBS / Pendidikan Bahasa Inggris

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

*“ The Effect of Teaching English through Drama Activities on the students' Motivation and Attitudes in learning English on the students who join Drama Activities at SLTP Negeri 3 Jember in the 2003/ 2004 Academic year ”.*

Schubungan 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,



Drs. H. Misno Al, M.Pd

Nip. 130 937 191





PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SEKOLAH LANJUTAN TINGKAT PERTAMA  
**SLTP NEGERI 3 JEMBER**

Jalan Jawa No. 8 Telp. 0331 (335334) - Jember

## SURAT KETERANGAN

Nomor : 421/836/436.318.27/2004

Yang bertanda tangan di bawah ini Kepala SLTP Negeri 3 Jember menerangkan bahwa :

N a m a	: RODLI
N I M	: 96-215
JURUSAN/PROGRAM	: BAHASA DAN SENI / PENDIDIKAN BAHASA INGGRIS
FAKULTAS	: KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS	: UNEJ - JEMBER

Telah melaksanakan penelitian di sekolah kami dengan judul "THE EFFECT OF TEACHING ENGLISH THROUGH DRAMA ACTIVITIES ON STUDENTS' MOTIVATION AND ATTITUDES IN LEARNING ENGLISH ON SECOND YEAR STUDENTS OF SLTP NEGERI 03 JEMBER IN THE 2003/2004 ACADEMIC YEAR".

Demikian surat keterangan ini dibuat untuk dapatnya dipergunakan sebagaimana mestinya.

