

# **THE USE OF DRAMA TECHNIQUE TO INCREASE STUDENTS SPEAKING ABILITY**

## **THESIS**

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**THESIS**

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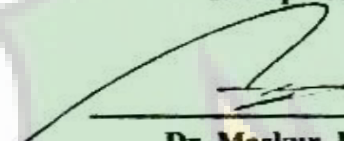
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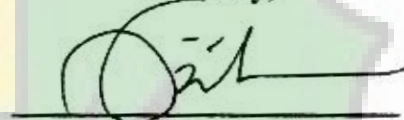
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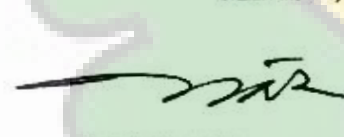
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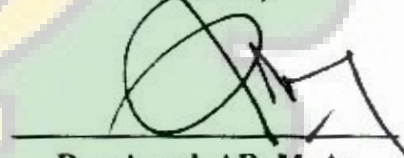
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The writer realizes this thesis still far from perfection. Therefore, corrections, constructive criticism and suggestion from the readers are invite to complete this thesis.

May Allah guides and blesses us forever. Aamiin

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## ABSTRACT

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This skripsi is entitle **“The Use of Drama Technique to Increase Students’ Speaking Ability”** this study conducted to investigate whether drama technique help students to increase their speaking ability and to know the students perception toward applying drama technique. The population of the experimental research was the second grade students at SMPN 1 DARUL IMARAH. The sample was VII-1 grade students which consisted of 29 students. Therefore, to fulfill the purpose of the study, the writer conducted experimental research, especially pre-experimental, that involved one class to be given pre-test, treatment and post-test. Then, she spreads questionnaire sheet to know the students’ perception after used drama technique. After analyzing the result of the test, there was a significant different between the results of pre-test and post-test. It can be seen that from their test score of post-test was 74.41 whereas the pre-test score was 61.48. Therefore, the result of the questionnaire showed that the majority of students agree learning speaking through drama technique. The writer summarizes that the use of drama technique increased students speaking ability.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Speaking is one of the most important interesting components of any language. By speaking we can convey information and idea. And maintain social relationship by communicating with others. Speaking skills should be taught and practiced in learning because it enabled the students to communicate in English orally. By mastering English speaking, we can carry out communication, express our feeling, ideas, and persuade other people directly. According to Chaney and Burke (1998) “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. The skill is acquired by much repetition; it is primarily neuromuscular and not an intellectual process. It is consist of competence in sending and received message” (p.13). Related to the statement above, it can be inferred that speaking is expressing idea, opinion, and feeling to other by using word or sound.

Considering how important speaking skill in learning English, Renandya (1990) as cited in Hadi (2011) in this case reminds English teachers by saying: “Speaking is one of the central elements of communication”. However it is not easy to master speaking skill, there are many problems in learning it, such as: (1) the limited opportunities for the students to speak in class, (2) the lack of variation of

teaching technique used by the teacher in class, (3) the teaching strategy application was monotonous that made the students bored and disinterested in studying English, (Buzanni,2008).

Drama is the center of existence, because it is a valuable form of communication. Drama provides students with an opportunity to work together cooperatively. According to Ulas (2008), “drama activities can be used to provide opportunities for the students to be involved actively and able to express orally their idea”. Moreover, drama encourages children to learn how to influence others and how to put themselves in other people position. Some people claim that trying to be in someone else’s position and to imagine in certain situation give a physical, visual and immediate experience.

There are some difficulties in speaking English faced by students. So, it is importance for English teacher to find effective technique to increase students speaking ability. Teacher as the facilitator of the students at school should help them to gain the goal in learning. In this case, the students of junior high school in Darul Imarah, their pronunciation not good, there is a lot of word they cannot pronounce it, and they not fluent in speaking. One way to solve this problem is by using drama technique. Drama technique is one of alternative way to increase students’ speaking ability. Carkin (2012) states that “students with low proficiency and confidence can benefit greatly from drama, just like “good” student”. Students can benefit from participating in group work as well as in pairs. Drama provides opportunities in

speaking English. On the other hand, drama will made the student confidence to speak in front of their friends. Drama help them to increase their pronunciation and fluency.

Based on the explanation above, the writer would like to use drama technique to increase students' speaking ability. She would like to carry out a research under the title **"The Use of Drama Technique to Increase Students' Speaking Ability"**

**B. Research Question**

1. drama technique increase students' speaking ability?
2. How do students' perception toward drama technique?

**C. Research Aim**

1. To know whether drama technique helps students to increase their speaking ability or not
2. To know how is the students' perception toward drama technique

**D. Significance of Study**

1. For Students

After this study the writer hoped the students able to increase their speaking skill after using drama technique, they can learn speaking in fun way and motivate them for speaking English fluently in English class or practice it with friends out of the classroom. In addition, the students' ability in speaking can significantly increase.

## 2. For Teacher

For the teachers as the feedback in teaching learning process, the teacher can apply this media in the classroom to make the students interested in teaching learning process. Hopefully this thesis gives teachers some reference in applying this method.

## 3. For writer

Through this research, she will find an alternative of teaching English in a fun way because it will be interesting by using drama script as a media and she also know the mistake and has experience in teaching learning process.

## E. Terminology

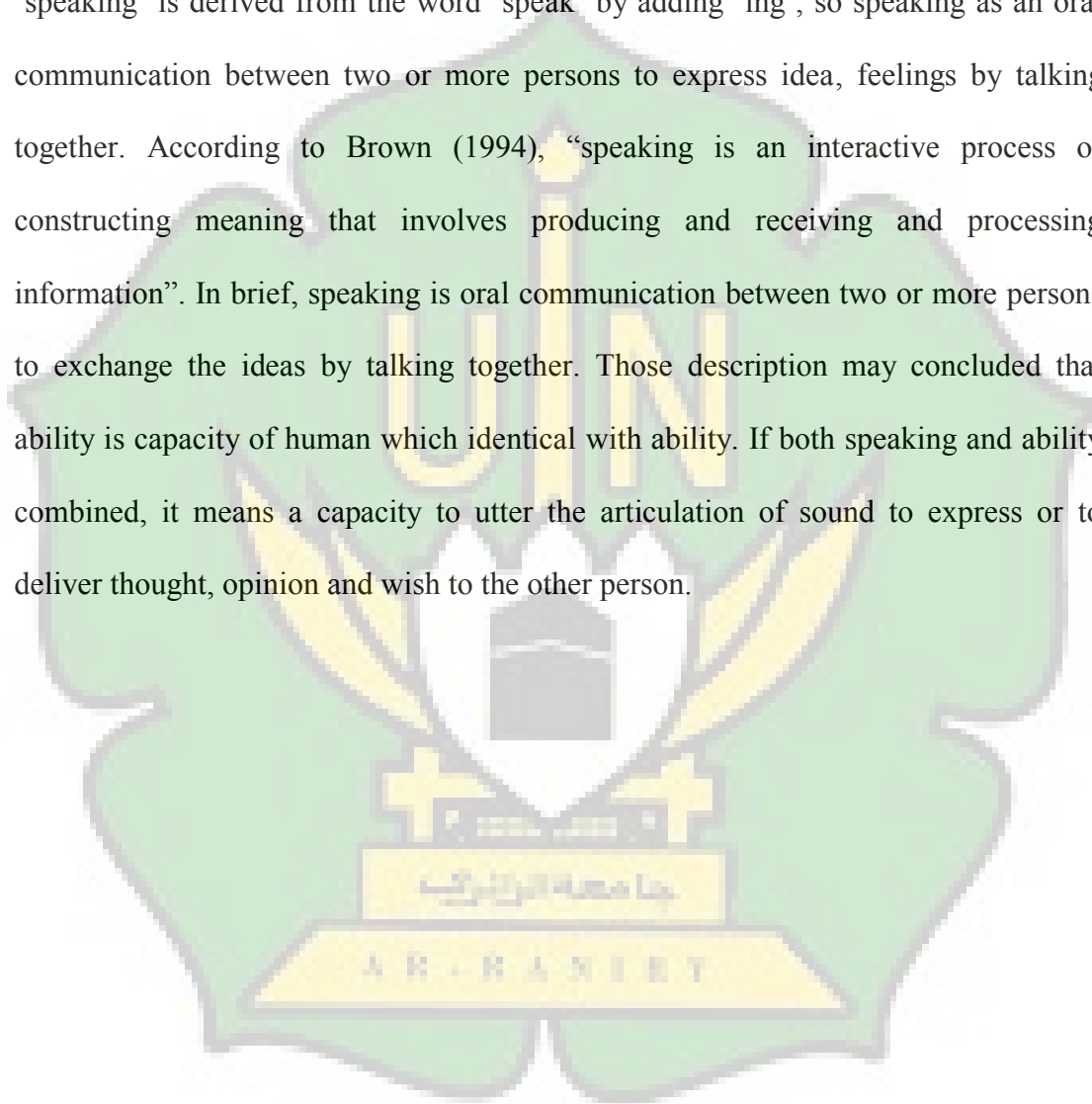
In this thesis, the writer used some terminologies, in order to conform the reader, the following terms will be explained as follow:

### 1. Drama Technique

Drama is a teaching technique which gives the opportunity to involve all student senses, interaction, feelings and further experience as well as it broadens and stimulates imagination. Bolton (1984) said that “drama, as an artistic form, increase the scope of life, leading to a wider experience” (p.12). And Wessels (1987) stated that “drama is doing. Drama is being. Drama is such a normal thing” and also that “students learn through direct experience” (p.7).

## 2. Speaking Ability

Speaking ability consist of two words are speaking and ability. The word 'speaking' is derived from the word 'speak' by adding 'ing', so speaking as an oral communication between two or more persons to express idea, feelings by talking together. According to Brown (1994), "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". In brief, speaking is oral communication between two or more persons to exchange the ideas by talking together. Those description may concluded that ability is capacity of human which identical with ability. If both speaking and ability combined, it means a capacity to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.





## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Concept of Speaking**

##### **1. The Nature of Speaking**

Speaking is one of the four language skills taught in teaching English. Speaking made someone able to express their idea in communicating with others. Speaking is giving and asking information each other.

Boonkit (2010) states that “speaking is one of four important abilities in English, especially when the speakers are not from English native country. The ability is described as the capability to use language in real situation, the ability to report acts in precise words, or the ability to express or converse ideas fluently”. Meaning that how able someone used their understanding to understand the language based on the real situation. Byne (1986) suggested that “speaking is an activity involving two or more participants as listeners and speakers in order to interacting each other. Each participant has an attention or a set of goals that they want to achieve when they communicate”. To sum up, speaking should involve at least two participants, one can be speaker who delivers information, and other can be listener who receives the information.

Lesakova (2008) argued that “speaking is the ability to develop and share meaning by using verbal or non-verbal symbols”. Speaking is a productive skill that people use to interact with other through orally. It is produced and processed in real life situation that means the speakers convey his or her message to the listener directly.

Based the theories above, it can be concluded that the definition os speaking ability in the context of this research is the students ability to be able communicate well in terms of convey information, express the idea, and with regard to social relations, but still consider about some crusial components in speaking such as pronunciation, fluency, vocabulary, grammar, and comprehension.

## **2. Component of Speaking Ability**

There are two components of language that influence speaking ability. They are:

### **a. Basic Pronunciation**

Pronunciation is important in speaking. Homby (1995) said that “pronunciation is the way in which language is spoken, the way in which a word is pronounce, the way a person speaks the words of language” (p.928). Furthermore, Schumann (2004) declares “English language has been long considered by either native speaker or nonnative speaker as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English

should practice pronunciation over all. The learners should be aware of the different sound and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one".

From the statement above, the writer concludes that pronunciation is the thing that help human to reach better understanding in communication. The process of communication, students need to able to pronounce and produce the words clearly and correctly in order to avoid misunderstanding.

Clearly is while the students pronounce the word, the other students as the listener able to get the information and understand the word because they speak clearly. Then, correctly is the speaker pronouns the word should be correct, to make the listener easier to understand the word and avoid misunderstanding from the listener. So, clearly and correctly important skills to the speaker in pronoun the word.

#### **b. Fluency**

Fluency is the ability to speak accurately, quickly and with expression. Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Riddel (2001) stated that fluency is the ability to speak freely without too much stopping and hesitating. Similarly, Gower, et al (1995) believe that fluency can be thought as the ability to keep speaking spontaneously. When the students speak fluently, they should get the message from the speaker easily. Fluency is important because it provides a bridge between word recognition and

comprehension. Although the goal of fluency is understanding and not speed, the rate of reading is a significant part of fluency. Slow reader has to spend more time and expend more cognitive energy to read text than fluent readers. Someone who has good fluency will perform or use the language easily and quickly in right order of language.

In this study, the writer chooses two components to score the students speaking, because in this case only need both of them. Therefore, this is the rubric scoring of students speaking below:

ASPECTS	SCORE	CRITERIA
FLUENCY	41-50	<ul style="list-style-type: none"> <li>• Speech as fluent and effortless as that of native speaker</li> </ul>
	31-40	<ul style="list-style-type: none"> <li>• Speed of speech seems to be slightly affected by language problems</li> </ul>
	21-30	<ul style="list-style-type: none"> <li>• Speed and fluency are rather strongly affected by language problems</li> </ul>
	11-20	<ul style="list-style-type: none"> <li>• Usually hesitant, often forced into silence by language problems.</li> </ul>
	1-10	<ul style="list-style-type: none"> <li>• Speech so halting and fragmentary as to make conversation virtually impossible</li> </ul>
PRONOUNCIATION	41-50	<ul style="list-style-type: none"> <li>• Has few traces of foreign accent</li> </ul>
	31-40	<ul style="list-style-type: none"> <li>• Always intelligible though one is conscious of a definite accent</li> </ul>
	21-30	<ul style="list-style-type: none"> <li>• Pronunciation problem necessitate concern listening and occasionally lead to misunderstanding</li> </ul>
	11-20	<ul style="list-style-type: none"> <li>• Very hard to understand because of pronunciation problems</li> </ul>

	1-10	<ul style="list-style-type: none"> <li>Pronunciation problem so severe as to make speech virtually unintelligent</li> </ul>
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### 3. Teaching Speaking

In teaching speaking is not only asked students to produce sound but students need practice with another students, could be in pairs or team work. Nunan (2003) mentions principles of teaching speaking, they are:

- a. Give students practice with both fluency and accuracy. In language lesson, the students must be given opportunities to develop their fluency and accuracy. They cannot develop them if the teacher constantly interrupted them to correct their errors, but the teacher must provide the students with fluency and accuracy practice. Then realize that making mistakes is a natural part of teaching learning process.
- b. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Group work or pair work activities can be used to increase their speaking during lesson. When the teacher remove from the conversation, the students would be speak normally. So, the teacher should make the rules to make the students speaking a lot.
- c. Plan speaking tasks that involve negotiation for meaning. The students make progress by communicating in the target language because interaction necessary involves trying to understand and make it understood. It involves checking to see if you are understood what someone understood your meaning.

- d. Design classroom activities that involve guidance and practice in both transactional and interactional in speaking. When we talk to someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicated with someone for social purpose. Transactional speech is communicating to get something done.

Language needs interaction (speaking) in the process to fulfill the purpose. Speaking can be understood and mastered if the students feel the situation as if they are in the real situation and condition where the language they learned is used. In that case, the writer use drama as the technique in teaching speaking in order to give the students sensation of the real experience of English environment.

## **B. Concept of Drama Technique**

### **1. Definition of drama**

According to Endah in Heldenbrand (2003:27), Drama technique is a technique and activities which is propel students to participate with real communication and pale the way for the students to practice their personal language learning. The usage of drama technique in the English classroom has not been describrd as a product, but as a process in which students must get involved.

Courtney (1980, p. 7) defines drama as “the human process by imaginative thought becomes action, drama is based on internal empathy and identification, and leads to external impersonation”. In other words, it represents the world of “let’s

pretend”, the act of using imagination to become someone or something other than yours. Drama technique in ESL focus on presentation, the technique provide learners with an atmosphere which enables them to get out of themselves and into situations and roles, which in turn allows them to practice the target language in meaningful contexts. The techniques are largely problem-solving activities of various sorts. The students may or may not show their scene to the rest of the class. The presentation is secondary to the preparatory work the students have put in.

Wessels (1987) refers to drama as a normal situation in daily life “drama is doing. Drama is being. Drama is such a normal thing”(p.7). It is something that we engage in daily when faced with difficult situations. Other professionals such as Slade (1958) believe drama is the art of doing in life, whereby one may assume various roles until he finally discovers who and what he really. Slade (1955) also states that personal play, where the whole person or self is used, is obviously drama as it’s typified by movement and characterization. Courtney also expresses that life is drama as humans are always acting and improvising.

## **2. Teaching Speaking Through Drama**

Drama technique greatly contributed to developing social skills and interaction. To take part in drama, students must interact and strive to understand each other. Therefore, drama technique provided students with situations that demand

learners' ability to collaborate or to work in a team. In the classroom activity, the students not learning about the drama but learning through drama.

Deep research on the field has been carried out in the process of learning a foreign language. Its aim also deals with exploring the advantages a large group of youngsters may experience when applying these technique. In order to increase speaking ability of the students, drama technique seems will be able to create it. The steps of implementing this technique in the class are:

a. Grouping

The students are divided into 6 groups which consists of 5 students each group.

b. Spread drama script

The teacher spreads drama script to each student, and then ask them to perform it.

c. Teacher's feedback

After presenting drama, the teacher gives feedback how to pronounced the words well, and how to speak in good fluency.



### 3. Advantages of Using Drama

According to Desiatova (2009) mentioned that the advantages of drama in teaching learning for the students, they are:

- a. To make language learning active, motivating experience To help learners gain the confidence self-esteem needed to use language spontaneously, by taking in role, students can escape from their everyday identity and hide behind another character. When the teacher gave students special roles, it encourages them to be that character and abandon their shyness.
- b. To make what is learned memorable through direct experience
- c. To develop students ability to empathize with others
- d. Helps students acquired language by focusing on the message that they are conveying.

From the statement above, drama is very useful to the students and teachers, drama might increase students' motivation, participation, confidence and fluency in speaking English. And also can be used to teach team-work and to help new classmate to bond. Drama is a part of everyone's life, and it is the way to make language learning active, with drama we can play, move, act and learn at the same time. Then, learning through drama useful for linguistic aspect, because it is known that drama help students with pronunciation, vocabulary, and fluency in particular (Fuentes, 2010). Another advantages of drama is drama bring fun in learning process,

which increase students motivation in learning and makes learning more memorable.

The benefits of using drama technique are (1) increase of students' motivation (2) opportunity to reveal students' creative (3) opportunity to self-express (4) ability to work in team (5) development of intercultural competence.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

The purpose of this study is to investigate about the application of pair taping on increasing speaking ability. This chapter presents precise explanation of research methodology including the research design, participants, data collection, and research analysis.

##### **A. RESEARCH DESIGN**

In conducting this study, the writer used an experimental research design. Experimental research design is used when a writer want to establish possible cause and effect between independent and dependent variable.

There are there type of experimental design; pre-experimental, true experimental, and quasi experimental. For this study, the writer used pre-experimental design. Pre-experimental design is used to in order to get the data through field research. Pre-experimental is an experiment method that takes “one group pre-test post-test” in the research. There is only one group of participant who will be the target of treatment. Participants are tested before and after the treatment. Then, pre-test and post-test score will be compare to evaluate whether there is a significant gain. Thus, the writer obtained the data needed at one class in first grade of SMP N 1 DARUL IMARAH Aceh Besar

## **B. PARTICIPANTS**

### **1. Population and Sample**

“Population is the large group we wish to learn something about” (Borg, 1989, p. 216). And Creswell (2008) states that “a population is a group of individual with the same characteristic”. The population of this study is all students of first grade of SMP N 1 DARUL IMARAH Aceh Besar. The class consisted of seven classes; VII-1 (29 students), VII-2 (30 students), VII-3 (29 students), VII-4 (30 students), VII-5 (27 students), VII-6 (28 students), VII-7 (28 students).

Sample is the subjects of a research. The samples of this research are the class VII-1 which consisted of 29 students. The writer chose class VII-1 because the writer considered that they have met the requirements to be the sample of this research. the requirements are; first, all the students have quite similar basic competence, second, they have high motivation in learning English but less mastery the subject because of the lack of interest and enthusiasm.

## **C. METHOD OF DATA COLLECTION**

In order to get an accurate data about the application of drama technique at this school, the writer applied the following instruments, they are:

### **1. Experimental Teaching**

The writer conducted an experimental teaching with pre-experimental design because she tries to find out the influence of drama technique in increasing students' speaking ability. The experimental teaching is conducted in three meetings. The first meeting was conducted to give pre-test, the second meeting was conducted to

implementing drama technique, and the third meeting by evaluating student performance and it scored as post-test and the lastly asking the students to answer the questionnaire.

## **2. Test**

The test was divided into two categories, pre-test and post-test.

- a. Pre-test is conducted before the treatment and did it in the first meeting. The writer asked students to read the script of drama directly.
- b. Post-test is conducted after the treatment and did it in the third meeting. The writer asked the students to performance the drama without seeing a script. And the writer recorded the video what they are performance. By doing this the writer will find the ability of the students either increasing after treatment.

## **3. Questionnaire**

A set of written questions on a sheet with spaces provided for respondents to reply to the questions. A questionnaire is most useful when you want to collect a small amount of clearly defined facts from a large number of people. This function is to know how students respond toward drama technique. The questionnaires consist of some questions in close ended questionnaire form. So, the students have to follow the writer's rule and choose all the word that are provided by the writer to answer the questions.

## D. ANALYSIS METHOD

### 1. Analysis of the Test

In order to analyze the test result, the writer used statistical formula. The writer divided the score into two criteria, which are the score of pronunciation and fluency in speaking. For this analysis the writer would be analyzed the data by using some statistical procedures by Sugiyono (2013).

#### a. Statistical procedure

The data was gained by determining range, interval, class interval, and mean.

#### 1) Range

It is symbolized by “R”. Range (R) is the space between the highest score and the lowest score. The range was the first step that would be done. After getting the data by the students, the writer had to determine the range. The formula is:

$$R = H - L$$

Which:

R = the range of the score

H = the highest score

L = the lowest score

#### 2) Interval

It is the number of score that has been grouped based on the expected interval. It is symbol by “I”. After determining the range, the writer would determine the interval. The interval is the amount of the class. To find it, the writer used the following formula.

$$l = 1 = 3,3 \log n$$

which:

$l+3,3$  = available score

Log = logarithm

$n$  = Number of students

### 3) Class Interval

The next step was calculating class interval. Class interval is the number of the score that have been grouped based on the expected interval. The formula is:

$$P = R/I$$

Which:

$P$  = length of the interval class

$R$  = range of the score

$I$  = the amount of the interval class

### 4) Mean

Mean is to know the average of the scores. It could be calculated by using the following formula:

$$M = \bar{x} = \frac{\sum fixi}{\sum fi}$$

Which:

$xi$  = Middle score of interval class

$fi$  = Frequency

$f_{ixi}$  = The amount of multiplication between frequency and middle interval

## 2. Analysis of the Questionnaire

The questionnaire consisted of 10 questions and was given at the third meeting. It is used to help the writer get information of the students respond toward drama technique in teaching learning process. Based on Sudjana (2008: 160), the formula used is:

$$P = \frac{f}{n} \times 100\%$$

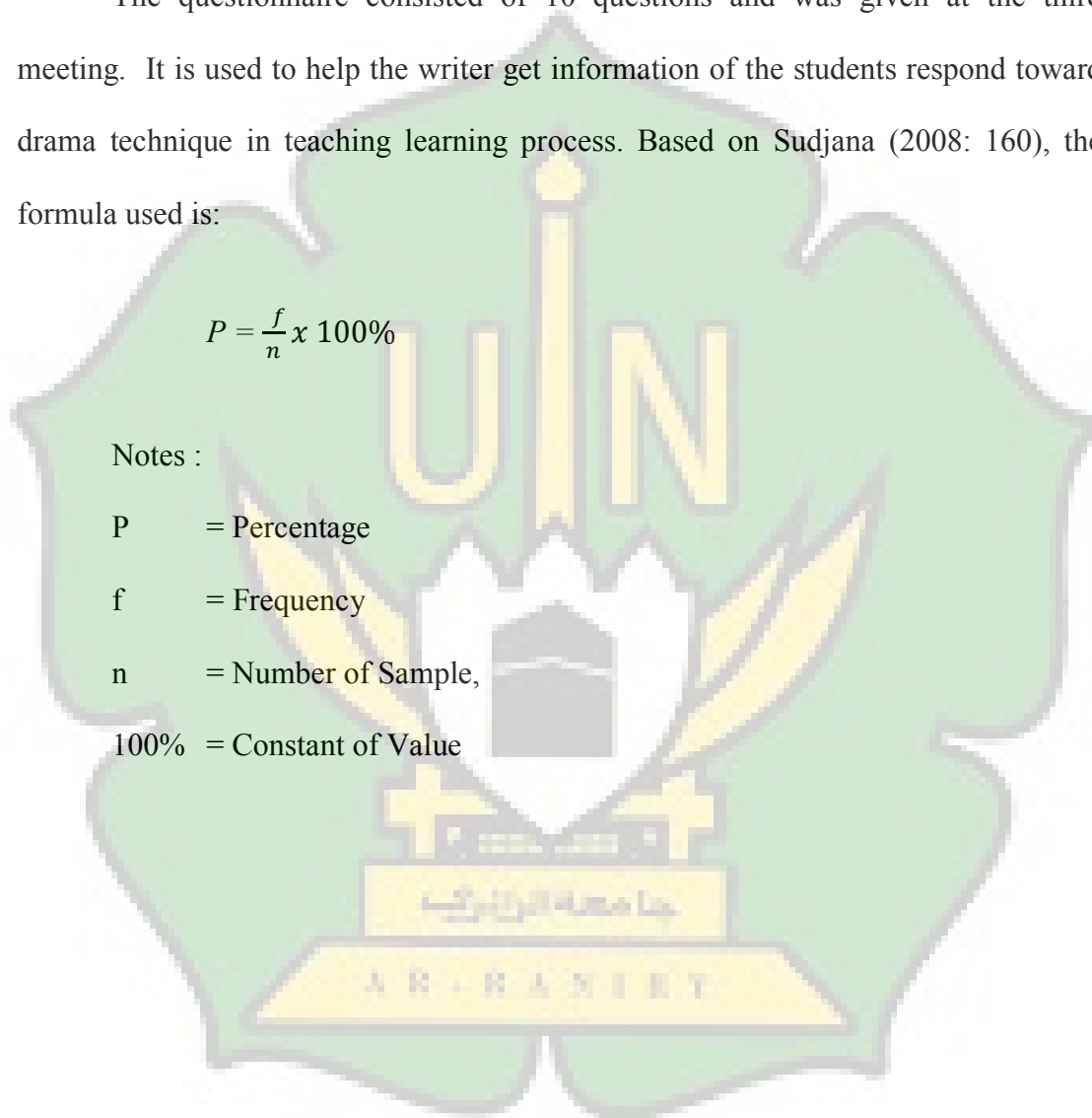
Notes :

P = Percentage

f = Frequency

n = Number of Sample,

100% = Constant of Value





## **CHAPTER IV**

### **ANALYSIS AND DISCUSSION**

#### **A. Brief Description of Research Location**

##### **1. The School**

This research was conducted at SMP N 1 DARUL IMARAH, for two week from November 15<sup>th</sup> until 22<sup>nd</sup> of November, 2019 which was located at Lampeuneurut Ujong Blang, Aceh Besar. In this school, it has 17 classrooms, two canteen, a library, basketball or volleyball court, a teachers' room, a security room, four toilets, a musholla and headmaster's office.

##### **2. The Teachers**

Teacher is the most important factors in teaching learning process, they are not only transfer knowledge, but also to plants values and character building to the students. Nowadays, SMP N 1 DARUL IMARAH has 47 teachers, the headmaster is Endang Pujiati, and there has two English teachers; the first one is Rosdiana Dewi who was teaching the first and third year students, the second was Balqis, who is teaching the second year students.

##### **3. The Students**

There are 638 students in academic year 2019/2020 that consisted of 326 males and 312 females. They were divided into seven classes for the first year, five classes for the second year, and five classes for the third year. Most of the students come from villages around Aceh Besar. For the research object, the writer

only took one class as the sample for this study. The chosen class was class VII-1 which consisted of 29 students.

#### **4. The Curriculum**

Curriculum has an important role in teaching learning process that guides and help teacher to prepare and present the material. In this case, English teacher in this school using k-13 curriculum.

#### **B. Data Collecting Procedure**

In conducting this experimental research, the writer taught the students for three meetings, including the first meeting for pre-test, second meeting for treatment, and the last meeting for post-test. The allocation of time for each meeting was 80 minutes. The writer taught twice a week on Wednesday and Friday.

##### **1. The First Meeting**

The writer entered to the class VII-1 at 07.45 am, then introduced herself to the students. After that, she explained to the students that the writer wanted to do a research by teaching speaking through drama. The students were very enthusiastic to heard that. Next, the writer allowed the students to asked anything to her, and there was of them who asked such as “is it easy to conducted the thesis”? And etc. After that the writer called students’ name one by one. After finished it, the writer divided the students into six groups, each group 5 students, then the students sit in the group. After that the writer gave a drama script, and asked them to learn it with team

member, and they should performance it in front of the class, next the students with their group discuss about their rule in the drama, then they practiced together read the drama. And allowed them to seen the text. After 20 minutes they learnt it, the student performance it in front of class and the writer scored their pronunciation and fluency when the student performance it. And it scored as the pre-test. While the student performed it, the writer allow them to see the text, because the student difficult to memorize it.

The first group came in front of class, and then they started to speak, there was of them had bad pronunciation, and also about their fluency. And the students still shy with another student who was watched them performed it. Next, the second group came to in front of class, their pronunciation also not good, they read so fast without fluency. Then, the third group, they was so confident to performance it, and there was two of them had good pronunciation. After that, fourth group came to in front of class, they voice very big, and there was of them had good pronunciation. The last group turned, they were not serious when performed it, and their pronunciation or fluency was very not good.

After all students performed, the writer concluded that the students' pronunciation and fluency was not good, there was a lot of word they wrong to pronounced it, and while the speak, they read it so fast. Because of that, the writer needed a lot of energy to teach them how to pronounced it well, and teach them how to read with fluency.

The material used was drama text. The students learnt speaking through drama conversation in front of class. And then the writer listened to them and evaluated their pronunciation and fluency.

## **2. The Second Meeting**

The writer come to the class at 07.45 am, and began the class by read doa then checked attendance list. After that the writer asked them to sit in the group which has the same role in the drama, for example they had a team with same character such as group “Conan” or “Muchina”. Then, the writer asked them to learnt together, and allowed them to asked everything to her about the drama which they didn’t understand yet. There was of them asked her anything, such as the meaning of the word, and how to pronounced the word, the writer control every group, and helped them when they asked to her. After, discussed about their own character in the group, the writer asked them to sit in they the first group to gave information about they own character to other friends. For example, every student known about they own character after discussed, and then they told about their character to others friend in the group. And all students did it all, they talked each other. Then, one by one of the students talked to their friends in the group about their own character. After all of the students finished discuss, next the writer turn to explained them about the story of drama and teach them how to pronoun it correctly, and how to read it fluently. Firstly, the writer explained about the story about the drama, the students heard it carefully. After that, the writer asked them to read together, she wanted the student follow the

writer. The students followed the word that had say by the writer such as “where is my wallet” then, the students followed it together until the drama text ended. Next, after all finished, the writer asked the students to read it together, the writer listened to their pronunciation and interrupted them if the word they said was wrong.

The material used was drama text. The students learnt speaking through drama conversation. The writer help them to pronoun it correctly.

### **3. The Last Meetings**

The writer comes to the class, then check attendance list, after that asked the students to performance drama but allowed them to seen the text because they cannot memorized the script of drama. To make it easy for them the writer allowed them to saw the text. Then, the writer asked them to chosen a piece of paper in her hand, inside it there was a number, who got the number one, they should performed the drama first. After they had the number, the wait for they turn.

The first group came to in front of class, and then they started to speak, their pronunciation and fluency better than before, they able pronounced it well. And the students were confident to speak in front of their friend. Next, the second group came to in front of class, their pronunciation better than before, their fluency also increased than before, the students confident to performance the drama in front their friends. Then, the third group, they were very confident to performance it, then, their pronunciation and fluency increased. After that, the fourth group came to in front of

class, they voice very big, and they pronunciation also increased. The last group turned, they were serious when performed it, and their pronunciation or fluency was good. After all group finished to perform, the writer told them who still wrong in pronunciation.

After finishing, the writer gave a questionnaire sheet to them and asked to answer it, in order to gain their perceptions about the whole teaching activities such as their perception while doing the drama technique in speaking class. All students answered the questionnaire seriously. After finished they collected it to the writer. Before ending the class, the writer thanks to the students who helped her to finishing her study.

The material used was drama text. The students learnt speaking through drama conversation in front of class. And then the writer listened and evaluated their pronunciation and fluency.

### **C. Data Analysis**

After doing experimental teaching and spreading out the questionnaire to the students, the writer needed to analyzed the data obtained from the test and questionnaire by using a statistical calculation.

# 1. Analysis of Pre-Test

**Table 4.1 Pre-Test Result**

No	Students Initial	Pronunciation	Fluency	Total Score
1	US	25	33	58
2	CA	27	33	60
3	NA	25	30	55
4	FA	30	35	65
5	SU	25	30	55
6	SH	35	37	72
7	AT	25	30	55
8	SA	30	30	60
9	MU	30	33	63
10	AS	32	37	69
11	IN	35	37	72
12	NU	25	33	58
13	ZH	25	34	59
14	DI	25	33	58
15	SM	25	30	55
16	PU	30	35	65
17	ST	30	30	60
18	SK	30	36	66
19	KH	30	33	63
20	EV	25	33	58
21	RA	25	30	55
22	RI	27	32	59
23	FA	25	30	55
24	RF	35	37	72
25	FU	33	35	68
26	RE	35	33	68
27	CH	25	30	55
28	SI	30	30	60
29	RU	30	35	65

55 55 55 55 55 55 55 58 58 58  
58 59 59 60 60 60 60 63 63 65  
65 65 66 68 68 69 72 72 72

It can be seen from the table in the pre-test section, the lowest scored was 55 and the highest scored was 72. The range of the test was:

$$R = H - L$$

$$R = 72 - 55$$

$$R = 17$$

In summary, the range of the pre-test was 17, and then the writer found out amount of interval class, and it was:

$$IC = 1 + 3.3 \log n$$

$$IC = 1 + (3.3) \log 29$$

$$IC = 1 + (3.3) 1.46$$

$$IC = 1 + 4.81$$

$$IC = 5.81 \text{ (taken 6)}$$

It showed that the number of interval class was 6. Through the number of interval class, the writer found the space of interval class, as follow:

$$P = R/IC$$

$$P = 17/6$$

$$P = 2.83 \text{ (3)}$$



Therefore, after getting the amount of the range, interval and interval class, the writer found out the table of frequency distribution as follow:

**Table 4.2 Frequency Distribution List of Pre-Test**

<i>Interval class</i>	<i>f<sub>i</sub></i>	<i>x<sub>i</sub></i>	<i>f<sub>i</sub>(x<sub>i</sub>)</i>
55 – 57	7	56	392
58 – 60	10	59	590
61 – 63	2	62	124
64 – 66	4	65	260
67 – 69	3	68	204
70 – 72	3	71	213
$\Sigma$	29	381	1783

Based on the frequency of the students' score above the mean could be calculated as follow:

$$M = \bar{x} = \frac{\sum fixi}{\sum fi}$$

$$\bar{x} = \frac{1783}{29}$$

$$\bar{x} = 61.48$$

Based on the data statistical procedure above, the mean score of pre- test was 61.48. This was the average ability of students in speaking before treatment.

## 2. Analysis of Post-Test

**Table 4.3 Post-Test Result**

No	Students Initial	Pronunciation	Fluency	Total Score
1	US	32	38	70
2	CA	33	40	73
3	NA	30	30	60
4	FA	35	38	73
5	SU	30	40	70
6	SH	38	46	84
7	AT	30	38	78
8	SA	35	40	75
9	MU	35	35	70
10	AS	37	38	75
11	IN	40	40	80
12	NU	35	38	73
13	ZH	35	38	75
14	DI	35	43	78
15	SM	35	45	80
16	PU	35	48	73
17	ST	35	35	70
18	SK	35	40	75
19	KH	35	43	78
20	EV	30	40	70
21	RA	35	38	73
22	RI	34	41	75
23	FA	30	30	60
24	RF	40	44	84
25	FU	37	38	75
26	RE	38	40	78
27	CH	35	38	73
28	SI	35	40	75
29	RU	35	43	78

60    60    65    65    70    70    70    73    73    73

73    73    73    75    75    75    75    75    75    75

78    78    78    78    78    80    80    84    84

The table showed that in post-test section, the lowest scored was 60 and the highest scored was 84. The range of the test was:

$$R = H - L$$

$$R = 84 - 60$$

$$R = 24$$

In summary, the range of the post-test was 24, and then the writer found out the amount of interval class, and it was:

$$IC = 1 + 3.3 \log n$$

$$IC = 1 + (3.3) \log 29$$

$$IC = 1 + (3.3) 1.46$$

$$IC = 1 + 4.81$$

$$IC = 5.81 \text{ ( taken 5 )}$$

It showed that the number of interval class was 6. Through the number of interval class, the writer found the space of interval class, as follow:

$$2P = R/IC$$

$$P = 24/5$$

$$P = 4.8 \text{ (taken 5)}$$

Therefore, after getting the amount of the range, interval and interval class, the writer found out the table of frequency distribution as follow:

**Table 4.4 Frequency Distribution List of Post-Test**

<i>Interval class</i>	<i>f<sub>i</sub></i>	<i>x<sub>i</sub></i>	<i>f<sub>i</sub>(x<sub>i</sub>)</i>
60 – 64	2	62	124
65 – 69	2	67	134
70 – 74	9	72	648
75 – 79	12	77	924
80 – 84	4	82	326
$\Sigma$	29	360	2158

Based on the frequency of the students' score above the mean could be calculated as follow:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{2158}{29}$$

$$\bar{x} = 74.41$$

According to the data statistical procedure above, the mean score of post- test was 74.41. This was the average ability of students in speaking after treatment.

Finally, the writer found that the mean score between the two tests was different. The mean score of pre-test was 61.48 while the mean score of post-test was 74.41, which mean that post test score was higher than pre-test. Due to the result

finding, the writer summarizes that the use of drama technique increased students speaking ability.

### 3. The Analysis of Questionnaire

The data about students' responses in applying drama technique in speaking class were obtained through questionnaire. The questionnaire was given to 29 students of class VII-1 after teaching learning process. In order to find out the percentage from all answer at every question, the writer used simple formula as follow:

$$P = f \times \frac{100\%}{n}$$

**Table 4.5 Students' Interest in Speaking Class**

No	Option	Frequency	Percentage
1	A. Strongly Agree	6	21%
	B. Agree	22	76%
	C. Disagree	0	0%
	D. Strongly Disagree	1	3%
	Total	29	100%

Based on the above data, that twenty two students (76%) agreed with the statement and six students (21%) strongly agreed with it, and then only one student (3%) strongly disagree with the agreement above. The writer concluded that only one person does not interested in speaking class, but most of them interested.

**Table 4.6 Students Feel Comfortable in Learning Speaking Through Drama Technique**

No	Option	Frequency	Percentage
2	A. Strongly Agree	9	31%
	B. Agree	19	66%
	C. Disagree	1	3%
	D. Strongly Disagree	0	0%
	Total	29	100%

This table showed data nineteen students (66%) agree, and nine (31%) strongly disagree. And one student (3%) choose disagree. This mean only one students feel not comfortable in learning speaking through drama, but most of them feel comfortable learning speaking through drama in the classroom.

**Table 4.7 Learning English through Drama Technique Increase Students Speaking**

No	Option	Frequency	Percentage
3	A. Strongly Agree	9	31%
	B. Agree	20	69%
	C. Disagree	0	0%
	D. Strongly Disagree	0	0%
	Total	29	100%

From the data above, the writer concluded that twenty students (69%) agreed. And nine students (31%) strongly agreed. And none of students disagreed or strongly disagree with the statement above. The writer concluded that all of the students' speaking increased after learning through drama

**Table 4.8 Using Drama Technique in Speaking Make Students Easier to Cooperate With Classmate**

No	Option	Frequency	Percentage
4	A. Strongly Agree	9	31%
	B. Agree	15	52%
	C. Disagree	5	17%
	D. Strongly Disagree	0	0%
	Total	29	100%

Based on the data, fifteen students (52%) agree. And nine students (31%) strongly agree. And five students (17%) disagreed with the statement. This statements shows that some of students disagree if drama technique make them easier to cooperate with classmate, but half of them agreed and strongly agreed, if the drama technique made them easier to cooperate with the classmate.

**Table 4.9 Learning Speaking through Drama Technique Make Students Feel Confidence in Practicing English**

No	Option	Frequency	Percentage
5	A. Strongly Agree	16	55%
	B. Agree	13	45%
	C. Disagree	0	0%
	D. Strongly Disagree	0	0%
	Total	29	100%

The data above show date sixteen students (55%) strongly agreed, and thirteen students (45%) agree. And none of them disagreed or strongly disagree with it. The writer informed that almost students feel confidence in practicing English through drama technique. And most of them were confidence in practicing English by using drama technique.

**Table 4.10 Using Drama Technique in Speaking Can Increase Students Pronunciation**

No	Option	Frequency	Percentage
6	A. Strongly Agree	17	59%
	B. Agree	12	41%
	C. Disagree	0	0%
	D. Strongly Disagree	0	0%
	Total	29	100%

The data showed that seventeen students (59%) strongly agree. And twelve students (41%) agree. And none of them disagree or strongly disagree with the statement. From this table, the writer concluded that all of the students' pronunciations increased after learning speaking through drama technique.

**Table 4.11 Using Drama Technique in Learning Help Students in Practicing Speaking**

No	Option	Frequency	Percentage
7	A. Strongly Agree	14	48%
	B. Agree	15	52%
	C. Disagree	0	0%
	D. Strongly Disagree	0	0%
	Total	29	100%

The data described that fifteen students (52%) agree with the statement and fourteen students (48%) strongly agree with it. And none of students disagree or strongly disagree with it. From this table, the writer concluded that using drama technique in learning help students in practicing speaking.



**Table 4.12 Drama is an Appropriate Technique in Learning Speaking**

No	Option	Frequency	Percentage
8	A. Strongly Agree	11	38%
	B. Agree	18	62%
	C. Disagree	0	0%
	D. Strongly Disagree	0	0%
	Total	29	100%

The data inform that eighteen students (62%) agree. And eleven students (38%) strongly agree. And none of the students disagree or strongly disagree with the statement. The writer described that all of the students agree if drama is an appropriate technique to learn speaking

**Table 4.13 The Students Like Studying Speaking through Drama Technique**

No	Option	Frequency	Percentage
9	A. Strongly Agree	9	31%
	B. Agree	16	55%
	C. Disagree	4	14%
	D. Strongly Disagree	0	0%
	Total	29	100%

Based on the table, the writer concluded that sixteen students (55%) agree with the statement, and nine students (31%) strongly agree with it. None of students disagree or strongly disagree with the statement. From this table, the writer concluded that the students like studying speaking through drama technique.

**Table 4.14 Learning Speaking Become Easier by Using Drama Technique**

No	Option	Frequency	Percentage
10	A. Strongly Agree	13	45%
	B. Agree	15	52%
	C. Disagree	1	3%
	D. Strongly Disagree	0	0%
	Total	29	100%

The about data showed that fifteen students (52%) agree with the statement above, and thirteen students (45%) strongly agree with it, but only one student (3%) disagree with the statement. From this table, the writer concluded that learning speaking become easier by using drama technique, only one student choose disagree

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter is divided into two parts, namely conclusion and recommendation based on the findings and discussion on the previous chapter, the writer writes some conclusion of the use drama technique to increase students speaking ability. The conclusion and recommendation are presented as follow:

#### **A. CONCLUSION**

Based on the result of the study and discussion in the previous chapter, the writer wrote some conclusions:

1. After doing teaching research in experimental class, the writer verified that learning speaking through drama technique is able to increased student speaking ability. It is proven by the result of pre-test and post-test. The writer found that the mean score between the two test was different. The mean score of pre-test was 61.41 while the mean score of post-test was 74.79, which mean that the post-test was higher than pre-test. Due to the result finding, the writer summarizes that the use of drama technique increased students speaking ability.

2. By using drama technique the students' pronunciations increased, the word that they cannot pronounce it before, after applied this technique increased.
3. Based on the questionnaires result, the majority of the students had positive respond toward the use of drama technique in increasing students speaking ability. The student interest and enthusiasm learning speaking through drama technique. Finally, the writer summarizes that the student perception toward using drama technique in teaching speaking is affected for them.

## **B. SUGGESTION**

After conducted experimental teaching, analyzing test and questionnaire sheet, the writer presents some suggestions, they are:

1. The teacher suggested to provided interesting technique in teaching English, especially in teaching speaking class, using drama technique could help the students increasing their speaking, therefore, motivate the students confident to speak in front of class.
2. The writer recommended teacher to use drama technique in their teaching especially to increase speaking ability, because the drama technique affected a positive influence to the students. It was able to upgrade the student interest in speaking by making them feel happy, enjoy, fun, curious, and confident to speak.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B- 15934/UN.08/FTK/KP.07.6/11/2019**

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-6694/UN.08/FTK/KP.07.6/06/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018
- MEMUTUSKAN**
- Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-6694/UN.08/FTK/KP.07.6/06/2018** tanggal 26 Juni 2018
- KEDUA** : Menunjuk Saudara:
1. Dr. Maskur, M.A. Sebagai Pembimbing Pertama
2. Dr. Muhammad Nasir, M.Hum Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Putri Suci Nurzaita**
- NIM : **140203214**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Use of Drama Technique to Increase Students Speaking Ability**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 06 November 2019  
**An. Rektor**  
 Dekan,

  
**Muslim Razali**





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN

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Nomor : B-16069/Un.08/FTK.1/TL.00/11/2019  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Banda Aceh, 11 November 2019

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : PUTRI SUCI NURZAITA  
**N I M** : 140203214  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : XI  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry  
**A l a m a t** : Jl. Mata le Peukan Biluy Desa Lamkuyet

Untuk mengumpulkan data pada:

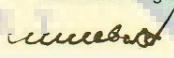
**SMP N 1 Darul Imarah**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Drama Technique to Increase Students Speaking Ability**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,

  
An. Mustafar



### Appendix 3

## RENCANA PELAKSANA PEMBELAJARAN

(RPP)

### A. Tujuan Pembelajaran

- Meningkatkan berbicara (speaking) siswa dengan penggunaan teknik drama

### A. Materi Pembelajaran

- Teks drama yang berjudul “detective”.

### B. Metode Pembelajaran

- Drama technique

### D. Langkah – Langkah Pembelajaran

#### 1. Pertemuan pertama ( 80 menit )

##### a). Pendahuluan/Kegiatan Awal (10 menit)

- Salam dan tegur sapa
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran

##### b). Kegiatan Inti

Pendidik	Peserta didik	Alokasi waktu
Mengamati		
<ul style="list-style-type: none"> <li>• Pendidik mengamati seluruh peserta didik</li> <li>• Pendidik memperkenalkan diri sendiri</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik mendengarkan pendidik</li> </ul>	
Menanya		

<ul style="list-style-type: none"> <li>• Pendidik membagikan peserta didik ke 6 kelompok</li> <li>• Pendidik membagikan teks ke setiap peserta didik</li> <li>• Pendidik meminta peserta didik untuk memilih perannya di dalam teks drama tersebut</li> <li>• Pendidik meminta peserta didik untuk membacakan teks drama dengan teman kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik duduk dalam kelompok</li> <li>• Peserta didik membaca teks</li> <li>• peserta didik memilih perannya di dalam teks drama tersebut</li> <li>• peserta didik membacakan teks drama dengan teman kelompok</li> </ul>	
Mengumpulkan informasi		
<ul style="list-style-type: none"> <li>• Pendidik mengontrol kegiatan peserta didik di dalam kelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik dengan serius mulai mempraktekkan drama di dalam kelompok masing-masing</li> </ul>	
Mengasosiasi		
<ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk mempraktekkan drama di depan</li> <li>• Pendidik menilai pronunciation dan fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik mempraktekkan drama di depan kelas</li> </ul>	

peserta didik ketika mempraktekkan drama di depan		
Mengkomunikasikan		
<ul style="list-style-type: none"> <li>Pendidik meminta peserta didik untuk mengungkapkan kesulitan dalam mempraktekkan drama</li> </ul>	<ul style="list-style-type: none"> <li>Peserta didik mengungkapkan kesulitan dalam mempraktekkan drama</li> </ul>	

**c). Penutup (10 menit)**

- Guru menanyakan pendapat peserta didik tentang pembelajaran pada hari itu
- Guru menjelaskan pembelajaran pada materi selanjutnya
- Guru mengakhiri pelajaran dengan berdoa dan salam

**2. Pertemuan kedua ( 80 menit )**

**a. Pendahuluan/Kegiatan Awal (5 menit)**

- Salam dan tegur sapa
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran

**b. Kegiatan Inti**

Pendidik	Peserta didik	Alokasi waktu
Mengamati		
<ul style="list-style-type: none"> <li>Pendidik meminta peserta didik untuk</li> </ul>	<ul style="list-style-type: none"> <li>peserta didik duduk berkelompok sesuai dengan</li> </ul>	

duduk berkelompok sesuai dengan peran di dalam drama	peran di dalam drama	
Menanya		
<ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk bertanya apapun mengenai drama tersebut</li> <li>• Pendidik menjawab pertanyaan peserta didik tentang drama tersebut</li> </ul>	<ul style="list-style-type: none"> <li>• peserta didik bertanya apapun mengenai drama tersebut</li> </ul>	
Mengumpulkan informasi		
<ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk kembali ke group semula</li> <li>• Pendidik meminta peserta didik menjelaskan perannya masing-masing kepada sesama anggota kelompok</li> <li>• Peserta didik mengajarkan cara pronunciation dan fluency yang benar kepada peserta didik</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta kembali ke group semula</li> <li>• peserta didik menjelaskan perannya masing-masing kepada sesama anggota kelompok</li> <li>• Peserta didik mendengarkan pendidik</li> </ul>	
Mengasosiasi		

<ul style="list-style-type: none"> <li>• Peserta didik menjelaskan isi drama tersebut</li> <li>• Pendidik membacakan drama tersebut dan meminta peserta didik untuk mengikutinya</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik mendengarkan pendidik</li> <li>• peserta didik mendengarkan pendidik dan mencoba untuk mengikutinya</li> </ul>	
Mengkomunikasikan		
<ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk membacakan teks drama bersama-sama</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik membacakan teks drama bersama-sama</li> </ul>	

### c. Penutup (10 menit)

- Guru menanyakan pendapat peserta didik tentang pembelajaran pada hari itu
- Guru menjelaskan pembelajaran pada materi selanjutnya
- Guru mengakhiri pelajaran dengan berdoa dan salam

## 3. Pertemuan Ketiga ( 80 menit )

### a. Pendahuluan/Kegiatan Awal (10 menit)

- Salam dan tegur sapa
- Mengabsen Siswa
- Menunjukkan tujuan pembelajaran

### b. Kegiatan Inti

Pendidik	Peserta didik	Alokasi waktu
Mengamati		
<ul style="list-style-type: none"> <li>• Pendidik meminta peserta didik untuk duduk</li> </ul>	<ul style="list-style-type: none"> <li>• peserta didik duduk berkelompok</li> </ul>	

berkelompok		
Menanya		
<ul style="list-style-type: none"> <li>peserta didik meminta peserta didik untuk mempraktekan lagi drama</li> </ul>	<ul style="list-style-type: none"> <li>Peserta didik bersiap untuk mempraktekan lagi drama</li> </ul>	
Mengumpulkan informasi		
<ul style="list-style-type: none"> <li>Pendidik menilai pronunciation dan fluency dari peserta didik ketika mempraktekkan drama</li> </ul>	<ul style="list-style-type: none"> <li>Peserta didik mulai mempraktekkan drama</li> </ul>	
Mengasosiasi		
<ul style="list-style-type: none"> <li>Pendidik membagikan questionnaire kepada peserta didik</li> <li>Pendidik meminta peserta didik untuk mengisi questionnaire tersebut</li> </ul>	<ul style="list-style-type: none"> <li>peserta didik mengisi kuestionnaire tersebut</li> </ul>	
Mengkomunikasikan		
<ul style="list-style-type: none"> <li>Pendidik meminta peserta didik untuk menyampaikan pendapat terhadap pembelajaran melalui teknik drama</li> </ul>	<ul style="list-style-type: none"> <li>Peserta didik menyampaikan pendapat terhadap pembelajaran melalui teknik drama</li> </ul>	

**c. Penutup (10 menit)**

- Guru menanyakan pendapat peserta didik tentang pembelajaran pada hari itu
- Guru menjelaskan pembelajaran pada materi selanjutnya
- Guru mengakhiri pelajaran dengan berdoa dan salam

#### 4. Media, Alat dan Sumber Pembelajaran

- Spidol
- Teks drama tentang detective

#### 5. Penilaian

##### PENILAIAN SPEAKING

NO	CATEGORY			
	STUDENTS' NAMES	PRONOUNCIATIONS	FLUENCY	SCORE TOTAL

Aceh Besar, 15 November 2019

Putri Suci Nurzaita

**Table The Scoring System**  
**( Harris, 1969, p.18 as cited in kiram, 2015 )**

ASPECTS	SCORE	CRITERIA
FLUENCY	41-50	<ul style="list-style-type: none"> <li>• Speech as fluent and effortless as that of native speaker</li> </ul>
	31-40	<ul style="list-style-type: none"> <li>• Speed of speech seems to be slightly affected by language problems</li> </ul>
	21-30	<ul style="list-style-type: none"> <li>• Speed and fluency are rather strongly affected by language problems</li> </ul>
	11-20	<ul style="list-style-type: none"> <li>• Usually hesitant, often forced into silence by language problems.</li> </ul>
	1-10	<ul style="list-style-type: none"> <li>• Speech so halting and fragmentary as to make conversation virtually impossible</li> </ul>
PRONUNCIATION	41-50	<ul style="list-style-type: none"> <li>• Has few traces of foreign accent</li> </ul>
	31-40	<ul style="list-style-type: none"> <li>• Always intelligible though one is conscious of a definite accent</li> </ul>
	21-30	<ul style="list-style-type: none"> <li>• Pronunciation problem necessitate concern listening and occasionally lead to misunderstanding</li> </ul>
	11-20	<ul style="list-style-type: none"> <li>• Very hard to understand because of pronunciation problems</li> </ul>



	1-10	<ul style="list-style-type: none"> <li>Pronunciation problem so severe as to make speech virtually unintelligent</li> </ul>
--	------	---



## Appendix 4

Tema : Detektif

(One day in the class of a junior high school, there is a student. She was feeling so confused)

Hiruka : "Hah! where is my wallet ?"

Muchina : "What happen? Are you okay?"

Hiruka : "No! I have been losing my wallet. I put the wallet on my bag"

(Noiko comes to the class, because he is listen a noise)

Noiko : "What happen here?"

Muchina : "Hiruka has been losing her wallet"

Noiko : "Ok, i will call Conan for settled this problem"

(Noiko search Conan, but Conan had come to the class and he has listened all of the conversation)

Noiko : "Hey"

Conan : "Yes, and i know all"

Hiruka : "Really? So who was the thief?"

Conan : "Muchina"

Muchina : "Hey, that is slander"

Conan : "Yes. You are, i had listened there, you didn't surprise absolutely when she lost her wallet and i so suspicious because when the class is empty, and you alone in here"

Muchina : "No, i didn't"

Conan : "Yes, you did it."

Hiruka : "Why you did it Muchina?"

Muchina : "I am sorry. I just perforce, i am sorry for my mistake"

Hiruka : "Oh okay, no problem, give my wallet now"

Muchina : "Okay, wait please, i will take it on my bag"

Muchina : "What? The wallet is lose"

Hiruka : "Hah? Why? Where you kept the wallet?"

Muchina : "Here! On my bag"

Conan : "A person certainly steal when Muchina put the wallet in her bag"

(Bugo comes to the class)

Bugo : “What happen here?”

Noiko : “Hiruka’s wallet had been lost”

Bugo : “Hah?, but i had seen another person went to this class, maybe he is the thief”

Hiruka : “So who is the thief?”

Muchina : “I am sorry, it’s happened because my mistake”

Conan : “Where is Bugo”

Noiko : “He went to toilet”

(Bugo comes in to the class)

Conan : “Okay, I know the thief now”

Noiko : “Who”?

Hiruka : “Who”?

Muchina : ”Who”?

Conan : “BUGO”

Bugo : “What? Are you okay Conan?”

Conan : “No, I know you put the wallet on the toilet, and now the wallet on your pocket”

Noiko : “Show the wallet”

Bugo : “Okay, this!”

Bugo : “I am sorry, I just perforce”

Hiruka : “Why you did it Bugo?”

Bugo : “Because yesterday, I felt so hungry. But, I didn’t have enough money. I am sorry Hiruka”

Hiruka : “Okay, no problem”

Noiko : “The problem is end”

Hiruka : “Thank you Conan”

Conan : “Of course”

(Problem is Clean and Hiruka keep her wallet carefully, then Muchina and Bugo want to be a good student now. Then Noiko always behind the Conan to solve the problem in the future

**Appendix 5**

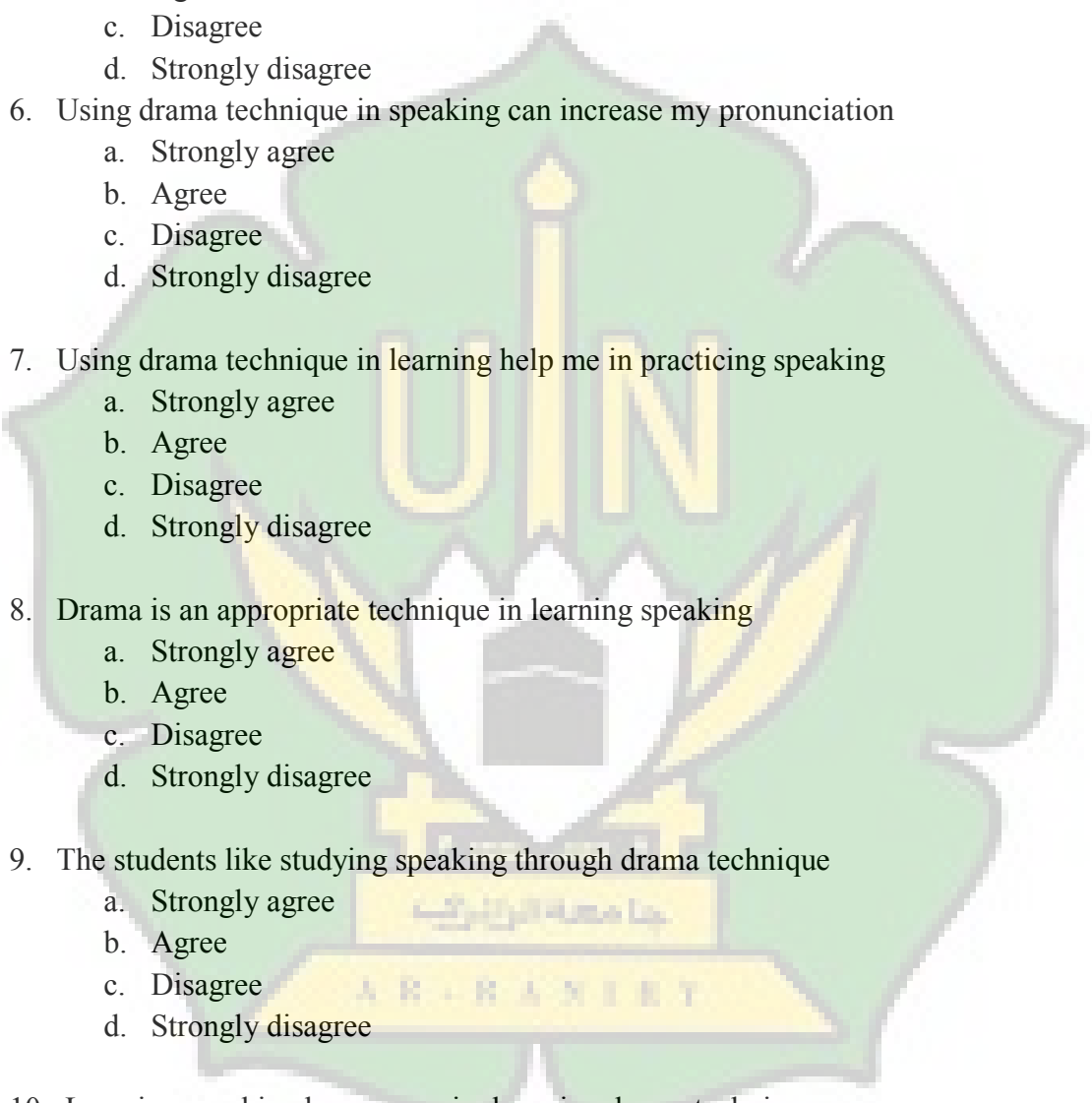
## Questionnaires Test

Students Name :

Class :

Choose one the correct answer !

1. You are interested in speaking class
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
2. Students feel comfortable in learning speaking through drama technique
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
3. Learning English through drama technique can increase students speaking
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
4. Using drama technique in speaking makes me easier to cooperate with my classmate
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

- 
5. Learning speaking through drama technique makes me feel confidence in practicing English
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
6. Using drama technique in speaking can increase my pronunciation
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
7. Using drama technique in learning help me in practicing speaking
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
8. Drama is an appropriate technique in learning speaking
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
9. The students like studying speaking through drama technique
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
10. Learning speaking become easier by using drama technique
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree