

ABSTRACT

Students' anxiety to speak English in the class is a problem commonly found in English study, especially for speaking. Consequently, students can not improve their speaking ability. Hence, the researcher chooses this topic to give contribution in reducing students' anxiety to speak English by using drama technique. This thesis entitled "Reducing Students' Speaking Anxiety Using Drama Techniques At the 10th grade of SMAN 2 Unggul Ali Hasjmy." There are two research questions; how does drama technique reduce students speaking anxiety and what are students' perceptions toward the implementation of drama technique. The aims of this research is to investigate drama technique in reducing students anxiety and to know students' perceptions toward drama technique. To obtain the data, the researcher used both quantitative and qualitative method. The researcher conducted this research in SMAN 2 Unggul Ali Hasjmy and the population of this research is all of 10th grade and the sample are students in class X MIPA 2. To gain the data, the researcher used four techniques. There were; pre-test post-test, observation sheet, students' diary and questionnaire. This technique were used to answer first research questions and second research question. The result of finding and discussion for the first research question; based on observation sheet, 30% of students not feel difficulties to concentrate anymore and 30% of students not become forgetful anymore. Based on the students' diary, drama keeps students active in the learning situations. Students' self-confidence and motivation increase. The conversation was easy to express so that they did not feel nervous and panic anymore when speaking in public so, they felt like in daily communication. Some students' argue that when they are speaking English through drama, it can reduce their anxiety and give them the good impact, all of them can acquire and remember new vocabulary that they do not know before. The result of finding for second research question; reveals that generally the students' perceived drama as enjoyable activity very much because they have a chance to speak. (48,14%) of the participants agreed to the statement. Overall, they believe that drama is a good way to improve their English speaking skills (37,03%) agreed to the statement. 37,03% most of them felt motivated to explore the various expressions in English through the drama presentation.

ACKNOWLEDGEMENT



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Banda Aceh, 31st August , 2016

Yulia Sari

Appendix 1 Speaking pre-test and post-test

Pre- test

Discussion Topics

Choose one topic to discuss about.

- Talking about your self
- Please describe a friend who you like.
- Please describe historical place you like to visit

Post-test

Discussion Topics

Choose one topic to discuss about. You should mention pros and cons, or advantages and disadvantages.

- Young people should stay at school until they are 18.
- Young people under 15 shouldn't use mobile phones.
- Living at town is more fun than living at village.

The researcher choose the topic above because it is not too difficult for students to express their idea. Topic above is very interesting for them to discuss because the material is relate to the text book that they are learning at school.

Observation Sheet

Appendix 2

Criteria to Identify Anxious Language Learners

Criteria to Identify Anxious Language Learners

No	Aspect that rated	Criteria
1	Difficulty to concentrate	High Middle low
2	Become forgetful	High Middle low
3	Sweating	High Middle low
4	Nervously touching object	High Middle low
5	Stuttering	High Middle low

Appendix 3

Questionnaire

NAME :

UNIT :

Students' response towards the drama activity in their English lessons

Strongly Agree : SA **Disagree** : D **Neutral** : N
Agree : A **Strongly Disagree** : SD

No	Foreign Language Classroom Anxiety Scale	SA	A	N	D	SD
1.	It is fun to participate in the making of an English drama in this course					
2.	Acting out my role in English in the drama is not really difficult					
3.	I enjoy the drama activity very much because I have the chance to speak					
4.	I feel more confident to express myself in English					
5.	The drama activity is different from other oral activities because it is more interesting					
6.	Although I have to memorize my script, I do not feel stressed to do so					
7.	I believe that drama is good way to improve my English speaking skills					
8.	I am keen to learn about English through the drama presentation					

This Is Instrument To Answer Research Question Number 2 Students' Perception.

9.	I feel motivated to explore the various the expressions in English through the drama presentation					
10.	Overall, I enjoy learning English course in this semester					

This Is Instrument To Answer Research Question Number 2
 Students' Perception.

Students' perception towards the impacts of using drama presentations

Strongly Agree : SA **Disagree** : D **Neutral** : N
Agree : A **Strongly Disagree** : SD

No	Foreign Language Classroom Anxiety Scale	SA	A	N	D	SD
1.	I am now more aware of the need to use appropriate expressions in various situation					
2.	My pronunciation of English words has also improve					
3.	I am now more confident with myself when speaking in public.					
4.	I do not feel nervous of making mistake when speaking in public					
5.	I am now not reluctant anymore to express my opinions in public					
6.	I do not panic anymore if I have to speak in public without any preparation					
7.	I do not feel my heart pounding anymore when I get called to present my speech in class					
8.	I am confident when speaking in English with my classmates					
9.	I am not afraid of being laughed at by my friends for speaking in English					

This Is Instrument To Answer Research Question Number 2
 Students' Perception.

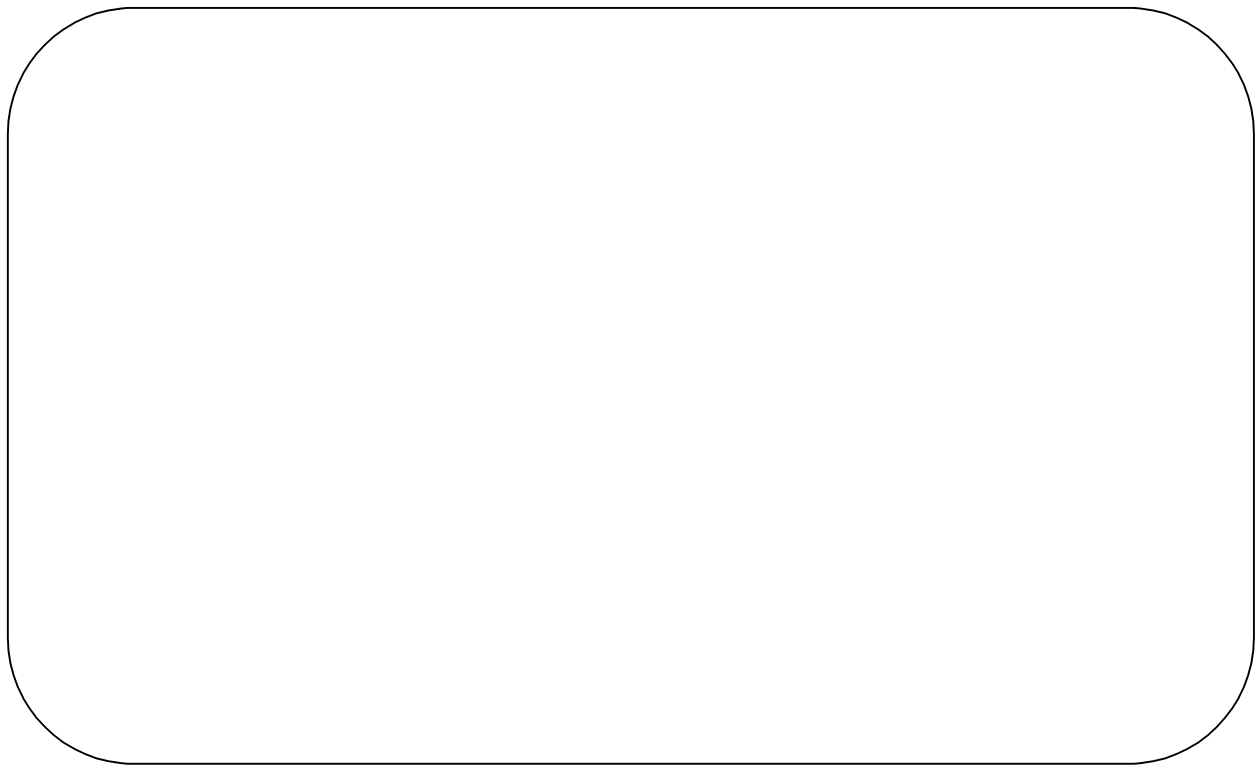
10.	Now, I have a better control of my fears of failure when speaking in English					
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This Is Instrument To Answer Research Question Number 2
Students' Perception.

Appendix 4

Student Diaries

In this paper students' write they feelings after the drama finished and how drama reduce students' anxiety.

A large, empty rounded rectangular box with a thin black border, intended for students to write their diaries. The box is centered on the page and occupies most of the lower half of the document.

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Banda Aceh, February 25th, 2016

The Researcher,

Yulia Sari

CHAPTER I

INTRODUCTION

A. Background of the study

Speaking by using English in the world as a tool of communication, because its function is to share information and to equalize the different culture among countries. Speaking English is one way to communicate ideas and message orally. Here the writer is interested in discussing speaking anxiety because based on teaching experiences and observation when the researcher conducted most field experiences of students from 10th grade at SMA N 2 Unggul Ali Hasjmy still felt anxious to speak English in the classroom. The researcher observed that most of students' still reluctant to speak English, they felt weird, they were nervous while talking in front of the class and felt nervous and preferred to keep silence during the class.

Therefore, students' anxiety to speak English is very important to be solved, because it can influence their speaking ability. Alongside that, speaking English must be practiced to be success in pronunciation and vocabulary, especially to improve speaking ability. In general, Spielberger (1983) defines anxiety as the main feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system. "It is associated with feelings of uneasiness, frustration, self -doubt, apprehension, or worry" (Brown, 2000)

According to (Nunan, 1999 & Aftat, 2008) there are three primary causes (1). Lack of confidence, it is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. (2). Fear of mistake, this fear is linked to the issue of correction and negative evaluation and this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. (3) Cortazzi and Jin (1994) argued that lack of vocabulary was identified as a main cause for student anxiety in oral English classrooms by the participants in the present study. "I'm a little afraid of speaking English because my vocabulary is poor and I'm a little shy, so I often feel nervous when speaking in front of others" a key consideration in determining the preparedness of learners to communicate.

The researcher found one previous research which is close to this research field. The research was conducted by Mine Atas by the title "*The reduction of speaking anxiety in EFL learners through drama techniques*" "previous research showed that the largest portion of anxiety in a EFL classroom belongs to "speaking" an EFL Wood Shand (2008), Zerey (2008), Gorjian et al. (2010), Galante (2012), have tried drama techniques in FL classrooms. Based on this research, it can be implied that drama changes attitudes and beliefs of students about learning a foreign language as well as speaking it in public or in FL classroom atmosphere. Drama techniques can affect students' language abilities. Students' understanding of drama

texts, their verbal knowledge, and communication skills improve. Drama keeps students active in the learning situations. Students' self-confidence and motivation increase. However, their anxiety level, which plays a major role in communicative skills in FL classes, decreases. The study on drama and anxiety reduction was conducted with 24, 12th grade students at a high school in Kozan, Turkey. To collect the data, this study was established with pre and post-tests, semi-structured pre and post interviews, and student diaries. The teacher's reflections strengthened the qualitative aspect of the study. After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners.

Based on the argumentation above, there are many model or strategies in reducing their anxiety. Here, the researcher recommends one solution in reducing students' anxiety is through drama technique, because drama technique helps students' oral skills development. The researcher has also found that drama lowers anxiety levels of EFL learners (Miccoli, 2003; Conejeros & Fernandez, 2008; Gorjian et al., 2010). Drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students learn in context, use their imagination, and spontaneously react. Thus, reducing students' anxiety to speak English is very important for students' where we know speaking is extremely needed to give the big contribution to perform their communication skill better.

Students' anxiety to speak English in the class is a problem commonly found in English study, especially for speaking. Consequently, students can not improve their speaking ability. Hence, the researcher chooses this topic to give contribution in reducing students' anxiety to speak English. In this case, the researcher intends to take up that problem through this thesis entitled *Reducing Students' Speaking Anxiety Using Drama Techniques At the 10th grade of SMAN 2 Unggul Ali Hasjmy*.

B. Research Questions

Based on the of background study, the writer would like to answer the following questions:

1. How does drama technique reduce students' speaking anxiety?
2. What are students' perceptions toward the implementation of drama technique?

C. Research Purpose

Based on the research eves has mentioned above is aimed:

1. To investigate whether drama technique can reduce students' anxiety?
2. To know students' perceptions toward drama technique.

D. Significance Of Study

These studies give benefits for teacher, the researcher and other researcher.

1. For Teacher

Through this research, teacher can know the cause of students' anxiety to speak English, and then easier for teacher to improve students' speaking ability by using other model in learning speaking to make students' interested to speak English.

2. For the researcher and other researcher

The researcher can improve her knowledge about anxiety such as the cause of students' anxiety to speak English. Researcher also can improve her speaking ability. For other researcher, they can use this research as a clue if they want to do a research or compare the result of this research with others.

E. Research Terminologie

The term used in this research need some explanations in order to make the reader understand and avoid an ambiguity, to avoid misunderstanding in the part of readers, some terms in the title of the thesis need to be explained, as follows:

1. Drama Technique

Drama is a situation or succession of events in real life having the dramatic progression or emotional effect characteristic of a play. The word *drama* is originally derived from the Greek word *dran* which means “to do, to act.” Action is an essential part of learning a language, as it develops body language, increases motivation, and keeps students involved in the learning process. Drama also creates a friendly, stress-free atmosphere where optimal learning occurs. Drama techniques which focus on getting across meaning with body, as well as word, are very useful for the language classroom. According to Nawi & Ady Mukhtarrudin (2010) drama activities are effective in improving their communicative confidence. The drama activities was successful in boosting their confidence and motivation level, as well as provide sufficient encouragement to the participants such that they felt that they are more willing to communicate in English and feel less anxious when speaking in front of an audience. This can be viewed as an indication of a reduced sense of inhibition on behalf of the participants, which in turn is a sign of generally improved confidence.

2. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Further Nascente writes that, among other affective variables,

anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

F. Research Methodology

a. Approach

To collect the data in this field research, the researcher use mix method needed various kinds of data and information to support the validity of this research. The kind of this research is pre-experimental research. Pre-experimental research is the simple form of research design the researcher only investigates one single class. Supported by Larsen-Freeman & Long (1991). To accumulate and obtain complete and reliable data, the researcher did some techniques, as follow:

1. Experimental Teaching

The experimental teaching was conducted on the SMA N 2 Unggul Ali Hasjmy at the 10th grade. The aim of the experimental study was to investigate students ability and the process of teaching speaking in reduce students anxiety by using drama technique, how does drama technique reduce students; speaking anxiety and how are students' perceptions

toward the implementation of drama technique. The researcher conducted one group pre-test-post-test study. It means that the researcher used one single class participant that was chosen as the sample of this research.

2. Test

Test is a method of measuring a persons' ability, knowledge, or performance in a given domain. (Brown, 2004) The researcher gave the test called pre-test and post-test. The pre-test was given before the teaching was held and the post-test was given after the teaching learning process by using drama technique.

3. Observation

Observation was done to investigate the students' daily learning habits. The researcher observed the students activity in the classroom such as the students attitude, and their response to speaking English language in the classroom which the students' feel while acting the role.

4. Students' diary

Student diaries, the students kept diaries which gave better insights into how does drama technique reduce students' speaking anxiety. Supported by Mine Atas (2014).

5. Questionnaire

After testing and having an out-look toward learners activities and behavior in speaking class, the researcher distributed questionnaire in this research to see learners' perception toward drama technique in reducing learners' anxiety. Questionnaire is a data collection instrument with a set of questions that researcher uses to elicit response from respondents as the population sample of study (Annum Gofred, 2015).

b. Population and Sample

According to Fraenkel and Wallen, population means the group interest to the writer that would like to generalize the result of the study (Fraenkel 1990). The population of this study was the students of 10th Grade at SMA N 2 Unggul Ali Hasjmy.

Sample is the group in the research on which the information is obtained, preferably selected in such a way that the sample represents the larger group (population) from which it was selected (Fraenkel 1990). The sample of the study was the students of 10th Grade at SMA N 2 Unggul Ali Hasjmy. The sample was taken by using purposive sampling.

G. Organization of writing

In this research chapter I explain about the background of research, limitation of the research, research questions, aim of research and significance of the research. This chapter also provides a brief explanation about the method of the research. Chapter II will present the result of the researcher search on theories or related research studies on similar field. In chapter III, The researcher will explain the research methodologies in detail. Chapter IV will be about the research findings, data analysis and discussion. Finally chapter V provide the conclusion of research and suggestion for researcher in the area.

CHAPTER II

LITERATURE REVIEW

A. Speaking

a. The definition of speaking

English speaking ability is very important for global international communication. People from different countries interact and communicate in English for students to continue study abroad as one of international language.

Speaking is one way to communicate with ideas and though a message orally. According to Gert and Hans (2008), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Brown and Yule (1999) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006) stated that speaking is the first mode in which children acquire language; it is part of the daily activity that involve most of people with language activities.

According to O'Malley and Pierce (1996) finding that is among the four skills, speaking is one of an important skill that a learner should acquire to make students can communicate effectively through oral language. Speaking is one form of either productive or active skill in language learning. Though

those four skills are equally important speaking becomes the most important tool in communication. Rivers (1987; p 51-52) believed that someone can express their thought, feeling, emotion and also influence other people through speaking, they can receive a feedback directly from listener.

In addition, Hornby (1995) stated that speaking ability is the process of making speech by using voice to substitute words and express meaning. Moreover, Moris (2002) asserts that speaking is a natural ability that people use to communicate or to express their idea in society as a social behavior form. In addition, speakers are required to be able to express what they want to say as effective as possible in order to convey the idea to a listener and to avoid misunderstanding from listeners. Jones (1989; p.7) stated speaking is a form of communication, something that people say is important in order to get the meaning across. Speaking can not be separated from listening, because speaking should involve at least two participants; speakers and listeners. In speaking, speaker use good sentences.

b. The problem of speaking abilities

There are several problems faced by students in speaking and it will disturb speaking abilities. Ur (1991 as cited in Mirza, 2013) noted that there are four problems faced by students in speaking English, especially for EFL students:

a. Inhibition

Speaking activities require listeners to pay attention on speakers. The exposure from the listeners can often give a stage fright to the speakers. The speakers may also worried about making mistakes, being criticized or losing face in public.

b. Nothing to say

Another common problem is student mostly think they have nothing to say related to the topic. In fact, the students may be bored or they may feel that the topic is unrelated to anything they know. In this case, the students will have less motivation to speak even they know they have to participate in speaking activities. The students are lack of confident of their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

c. Low of Participation

There always will be dominant students in English class that will make other students difficult to express themselves freely. The students who interrupt frequently or look for the teacher's attention constantly tend to create a situation where the timid students are quite happy to sit in the corner of the class and watch the lesson unfolding rather than participating.

d. Mother tongue use

In English as Foreign Language (EFL) classroom where a number of the students share the same mother tongue, they may tend to use it. They feel unnatural to speak to one another in foreign language, and they feel less exposed when they are speaking in their mother tongue.

C. Teaching speaking

Hornby 1995(as cited in Mirza, 2013) argued that teaching means giving the instruction, knowledge or skill to a person, while speaking means making use of words in an ordinary voice. Therefore, teaching speaking means giving instruction to a person in order to communicate with others.

Hence, in teaching speaking process, teacher's preparation is very important. In order to avoid misunderstanding between students and teacher, teacher's explanations must be clear to their students. Ur (1991 as cited in Mirza, 2013) stated that teacher should prepare some simple activities such as preparing for lesson plans or illustration to support teaching speaking process.

Teaching speaking is an essential part in language learning. According to Harmer, 2007 (as cited in Mirza, 2013) there are three reasons to teach speaking:

- a) Teaching speaking can provide opportunities for students to practice real life speaking in the classroom.

- b) Speaking task where the students try to use the language will provide feedback for both teacher and students. Everyone can see how success they are and also what language problems they are experience.
- c) The more opportunities to speak, the more chance students have to activate the components of speaking. They will frequently use these components when they are speaking. As a result, the students will be able to speak fluently.

B. Anxiety

a. The definition of anxiety

In general, Spielberger (1983) defines anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system. However, in attempting to define language anxiety, Scovel (1978) argues that it should be born in mind that even though we all know what language anxiety and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. "It is associated with feelings of uneasiness, frustration, self -doubt, apprehension, or worry" (Brown, 2000, p. 151). To put it in another word, anxiety can be generally associated with "threats to self-efficacy and appraisals of situations as threatening" (Pappamihiel, 2002, p. 331). In addition, Gregersen (2005) argues that learners who feel anxious in their foreign language learning may find their study less enjoyable. In case of the conducted studies on foreign language anxiety (e.g.,

Aida, 1994; Macintyre, et. al., 1997), a review of the literature has shown that foreign language anxiety is negatively related to foreign language learning.

Accordingly, as Young (1991, p. 246) maintains "research in the area of anxiety as it relates to foreign language learning and performance is scattered and inconclusive". Students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy, antisocial and aggressive children. These students usually give up very early and continue to be quiet throughout their years in school.

b. Factors Contributing to FL Anxiety

According to (Horwitz, et. al., 1986; MacIntyre & Gardner, 1989) there are three factors contributing to FL anxiety: (1) communication apprehension or anxiety. (2) Fear of negative evaluation. (3) Test anxiety. The consolidation of these factors thus leads to the creation of anxiety in language learners. Communication apprehension is a type of shyness characterized by fear and anxiety about communicating with people. Difficulty in speaking in public, in listening or learning a spoken message is the manifestation of communicative apprehension.

Communication apprehension in foreign language learning derives from the personal knowledge that one will almost have difficulty understanding others and making oneself understood (Cubukcu, 2007). Regarding the fear of negative evaluation, as Young (1991, p. 425-439) argues, "students are

more concerned about how (i.e., when, what, where, or how often). Fear of negative evaluation refers to learners' unpleasant feeling about others' evaluation and their consideration about language errors as a treatment that would worsen their image rather than as a process of learning. Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Anxious learners tend to view that foreign or second language production as a test situation rather than as an opportunity to communicate and practice the new language. (Dusek 1980, p. 88).

According to psychological factors that hinder students from speaking there are three causes that commonly occur in speaking anxiety: (1) Fear of mistake. (2) Lack of confidence. (3) Lack of vocabulary. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Causes of Fear of Mistake

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication

apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

Causes of Lack of Confidence

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

Lack of Vocabulary

As claimed by Cortazzi and Jin (1994, p. 119-134) that Chinese English learners often thought vocabulary was a big obstacle for their English learning, lack of vocabulary was identified as a main cause for student anxiety in oral English classrooms by the participants in the present study. "I'm a little afraid of speaking English because my vocabulary is poor and

I'm a little shy, so I often feel nervous when speaking in front of others” (Rao, male). “I can't speak on when suddenly I come to a new word I never knew. How shy I will be!” (Chen, male). Statements like this clearly indicate that the students often became nervous in oral class due to a limited vocabulary.

c. Effect of FL Anxiety on Learners

Over the past decades, the general impacts of FL anxiety on learners have produced conflicting results. Many educators and researchers have suggested that FL anxiety can have negative effects on learners' speaking ability. For example, Onwuegbuzie,(1999) argue that the existence of foreign language anxiety can affect negatively the fluency of learners' speech and learning in a general sense. Likewise, Na (2007), and Spielmann and Radnofsky (2001) have explored FL anxiety among different EFL learners and have maintained that FL anxiety can generally impact negatively on learners' performance. In this sense, Levine (2003) reports that students with monolingual backgrounds also tend to feel more anxious than students who come from bi-or multilingual backgrounds. Also, Goshi (2005) suggests that students with negative beliefs about their learning English experience more foreign language anxiety.

C. Drama Technique

a. The Definition of Drama Technique

In this section, the writer describes drama in two perception; drama as the work of art and drama as a teaching technique. Drama as a teaching technique is defined by McGregor et.al(1977:92) cited in Raihan Fitria (2013) who say drama technique is a strategy to communicate the intended meaning by the students' which involve a wide range activities resemble like real life. Thus drama as a technique is implemented by the teacher to encourage the students' to speak in the classroom using many activities imitated like real life.

According to Hamilton & McLead (1993:79) drama technique is beneficial especially to speak by drawing learners' attention to focus on creating dramatic situations, dialogues and role plays.

There are many definitions of drama techniques. According to Holden (1981) drama as imaginary situations the students are allowed to be themselves or another person. This definition is consistent with Stern (1993) who defines them as activities involving varied situations in realities.

According to Maley and Duff(2005) drama techniques give students the opportunity to use their emotional content that is mostly neglected by other methods, for example, students' personality, past experience and imagination as medium to contextualize the language.

Therefore, drama techniques can be defined as situational and instructional settings that allow learners to be themselves or someone else

using their emotional content to understand and practice the language meaningfully. In addition, the focus is to complete the task given, not to present or to show to the class if the learners do not want to. Moreover, Byrne (1986: 115) described that there are four types to cover the drama activities.

b. Types of Drama Technique

They are mime (mimicry-memorization), simulation, role play and improvisation. The terms are distinguished as follow:

1. Mime

Mime is the participants' performance action without using words, although this activity leads naturally on to talk. As Dougill (1987:35) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression". Mime emphasizes the paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get up and do things in front of one another.

2. Simulation

According to Jones (1980) that simulation as a case study with roles and responsibilities of characters. Jones (1982:214) cited in Raihan Fitria (2013) defined simulation as "reality of functions in a simulated and structured environment". Thus the function of a simulation is to give participants the opportunity to practice taking on specific roles and improvising within specific situations. It is assumed that with practice the

participants will play their roles more effectively when similar situations occur in life. In conclusion, simulation exercises can teach students' how to function in social situation with the appropriate social necessities.

3. Role play

According to (Gaudart,1990) that role play is selecting a dialog, having the students read aloud in front of the class and correcting their pronunciation errors. Davies (1990) defines it as an activity that people have to use their imagination and situation where the students are free to decide how to develop the dialogues further.

4. Improvisation

Improvisation is defined as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher. It is supported by McCashin (1990:53) cited in Raihan Fitria (2013) who concurred that the focus of improvisation is on helping learners to discover their own researches from which their most imaginative ideas and strongest feelings flow. In this activity, the students could develop the original story to be their intended story based on their knowledge an imagination.

In this research the researcher implemented role play in reducing students' speaking anxiety. Benefits of using role play to make students' more active in speaking English. Role play can help students' use the thoughts and flings in a way that is almost comfortable so that they can

fluently speak in communicating what they have in learning speaking. It is supported by Morry (1999:56) cited in Muarif Fadhillah (2013).

c. The Importance of Using Drama in English as a Second Language Classes

Ting (2005) found that children enjoyed learning language through drama activities. Drama can inspire students' creation, motivation, and English learning skills. Children can develop their multiple intelligences to learn language through drama. Another benefit of drama is providing a context to practice listening and speaking for learners and it makes language practice more meaningful than mechanical drills. It is also an effective pedagogy for literacy in English as a Second language classes (Chauhan, 2004). Gomez (2010) showed that students will feel bored if the English class is tedious and monotonous. Drama activity combines action and entertainment for students while achieving the teaching goals. Students don't only have fun but also learn a variety of components from acting the story, like how to make an English accent or imitate voices and intonations.

d. Advantages of Using Drama Technique For Reducing Foreign Language Classroom Anxiety (FLCA)

For the affective domain, drama techniques create a relaxed classroom situation and enjoyable experience which help facilitate the formation of a bonded-learning community (Maley & Duff, 2005). As a result, the

students' risk-taking ability is promoted through creativity and imagination of being someone else by taking roles. In the end, self-awareness and confidence, including motivation are developed and sustained through the variety and sense of expectancy generated by the activities (Maley and Duff 2005).

Then, drama is a fun, relaxed and informal way to learn English. Drama techniques contain activities which the students' can learn the language and have fun at the same time, as well as, freely integrate their ideas and experience for expressing their opinion (Helderbrand, 2003). When the students' have freedom to say what is in their minds, a relaxed and informal classroom are brought (Helderbrand, 2003).

Besides, drama builds confidence in the learners' ability to speak and motivates the students' of English. As drama activity provide the context for a meaningful exchange in which learners see a reason including the opportunity to use the language with the peers, the learners' language confidence, and their integrative motivation to communicate are promoted (Stern, 1993).

Also, drama involves the whole person as a total physical activity. In learning English language through drama techniques, the students; will

employ kinesthetic, emotional and the experimental approaches to develop learners' physical and mental elements (Heldbrand, 2003).

e. Limitation of Using Drama Technique

According to (Martina, 2012), teachers have limited resources available when they want to prepare drama based lessons. As she has already mentioned, drama conventions are not widely used in teaching at Czech schools and thus, in general, school libraries are not well-equipped as for the relevant literature is concerning. Moreover, not many books offer guidance on how to use drama in teaching foreign language. Another source that should be mention here is the Internet.

Martina, (2012,p.12) can assume that nowadays the vast majority of teachers have access to the Internet and use it on regular basis which can enable them to search wide range of resources for drama teachers. However, the use of these materials can be limited simply because of the fact that the essential part of drama resources is primarily aimed at native speakers and thus can be too complicated to be used with learners of English, especially at lower levels. Even those materials that are focused on teaching English as a foreign language may be found inappropriate for the particular group. As a result many teachers consider the process of searching the Internet very time-consuming and they easily get discouraged. To sum up, the lack of appropriate ready-to-use materials can

be frustrating for teachers considering implementing process drama into their lessons. It is necessary either to adapt materials or create one's own and here we again encounter the obstacle of teachers' little knowledge of drama techniques. Another constraint can be students' reluctance to participate in drama-oriented activities. This can be caused by their introversion or shyness, not all students are willing to act in front of their classmates. Others can consider drama-oriented activities mere play that is not justifiable in the process of learning English and that reduces time for more serious work.

CHAPTER III

RESEARCH METHODOLOGY

This study was designed to investigate the effectiveness of drama technique in reducing speaking anxiety on learners' speaking ability in classroom. In addition, knowing learners' perception on drama technique in reducing speaking anxiety as information about students' feeling while speaking in drama. Therefore, this chapter explains the brief description about research location, research design, research participants and data collection techniques.

A. Brief Description of Research Location

1. The School

This research was conducted in SMA Negeri 2 Unggul Ali Hasjmy. SMA Negeri 2 Unggul Ali Hasjmy is located in Jl. Banda Aceh-Medan, Indrapuri, Aceh Besar. This school has six classrooms. SMA Negeri 2 Unggul Ali Hasjmy. SMA Negeri 2 Unggul Ali Hasjmy has been established in 17 Juni 2011. The principle of this school is Mr. Jamaluddin, S. Pd, M. Pd. Some of teachers in this school were graduated from S2. All of the teachers were using KTSP curriculum and 2013 curriculum in learning.

This school has a comfortable environment which is located far from crowded downtown that makes school becomes an enjoyable place to study and make all of students feel comfortable to have activity out of door. In

addition, there are good facilities such as a large football and basketball field, computer laboratory, a science laboratory, language laboratory that support the teaching and learning process in this school. Furthermore, SMA N 2 Unggul Ali Hasjmy has many qualified teachers who graduated from Islamic University of Aceh (UIN) and Unsyiah. Most of the teachers have a lot of experiences in teaching, so that they can motivate the students in learning.

2. The students

Based on the data collected on October 7 when Field Experiences or Praktek pengalaman lapangan (PPL) from administration office of SMA N 2 Unggul Ali Hasjmy. There are 168 students' in academic year 2014/2015.

The details of total students' in SMA N 2 Unggul Ali Hasjmy can see on the table below:

Table 2.1: the number of students placement for each grade in SMA N 2 Unggul Ali Hasjmy in Academic year 2014/2015.

Year of Learning	The Number of a new students	Kelas X		Kelas XI		Kelas XII		Total Siswa (Kls X + XI + XII)
		The number of students	The number of students group	The number of students	The number of students group	The nb of stud	The nb of studg rp	
Year 2014/2015	160	58	2	57	2	53	2	168
Jumlah		58	2	57	2	53	2	168

3. The Teachers

SMA N 2 Unggul Ali Hasjmy has 21 teachers divided into two categories, 13 teachers who are staying in the school and 8 teachers who are staying outside the school. The teacher who are staying outside school only come for teaching learning process while other teachers they teach the students' every day. Besides, there are 5 staffs for administration affairs in this school.

B. Research Design

This research concentrated on the research questions stated in chapter I that is, how does drama technique reduce students' speaking anxiety and what are students' perception toward the implementation of drama technique. This research is pre-experimental design, the method of giving treatment to students without using another group as a controller and the sample is not selected in a random way. Larsen-Feerman & Long (1991).

In doing this research, the researcher would like to do the One-group pre-test-post-test design. This is a kind of Experimental Method which provides Pre-test to measure the participants' ability before receiving the treatment, and Post-test to measure the ability after treatment. It was conducted by exploring students' experience in language classroom and gathering information from those learners' opinion to answer the research questions of the study. Thus, quantitative and qualitative approach were utilized in this research and the technique for data

collection comprised test, observation, students' diary and questionnaire. According to Alison Mackey & Susan M. Gass (2005, p. 2):

“Quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data some sort of numerical analysis is carried out (e.g., a study comparing students' test result before and after an instructional treatment).

“Qualitative method is a type of educational research in which the researcher relies on the views of participants, asks broad, general question, collects data consisting largely of words (text) from participants, describes and analyzes these words for themes; and conduct the inquiry in a subjective, biased manner”.

To obtain the best understanding of the research phenomenon from research requirements, it is significant for the researcher to gain appropriate participants for this research.

C. Techniques of Collecting Data

The data in this study were collected by administering four instruments: test, observation sheet, students' diary and questionnaire. In this research the researcher used both qualitative and quantitative approach. In the process of pre-experimental teaching in quantitative, the researcher used pre-test and post-test, observation sheet, questionnaire and students diary to answer first research question and questionnaire to answer second research question in collecting the data, Larsen-Feerman & Long (1991). Aside from the main data of pre-experimental teaching, the researcher also used qualitative as support the main data from pre-experimental teaching as secondary data such as observation sheet and students diary. Hence, this research

more sloping to use quantitative method in pre-experimental teaching than qualitative as supporter in collecting the data.

1. Test

The techniques used in collecting the data for this study are test, observation, students' diary and questionnaire. The test was constituted the instruction which the researcher gave to the participant to speak English in the classroom. This test using pre-test and post-test was to know how students' feeling before and after the researcher does the treatment. The researcher provided three topics for the students. The students then could choose one of them to be a guide in speaking.

- Pre-test

Pre-test is used to ensure comparability of the participant groups prior to their treatment (Alison Mackey & Susan M. Gass (2005, p. 148). In this test the researcher gave some topics before an instructional treatment to see whether the students' looks like while speaking in the classroom.

- Post test

Post-test is used to measure the effects of treatment (Alison Mackey & Susan M. Gass (2005, p. 148). To see the effect of the treatment after the pre-test, the researcher does the treatment, such as practice

to starts drama. Then, the researcher gave same test. For instance, giving some topics to them then presentation in the classroom.

2. **Observation**

Observation was done to investigate the students' daily learning habits. The researcher observed the students activity in the classroom such as the students attitude, and their response to speaking English language in the classroom which the students' feel while acting the role. Creswell (2008, p.221) cited in Ghina Putri (2016).

3. **Students' diary**

The students kept diaries which gave better insights into how does drama technique reduce students' speaking anxiety. Supported by Mine Atas (2014).

4. **Questionnaire**

After testing and having an out-look toward learners activities and behavior in speaking class, the researcher distributed questionnaire to see learners' perception toward drama technique in reducing learners' anxiety. Questionnaire is a data collection instrument with a set of questions that researcher uses to elicit response from respondents as the population sample of study (Annum Gofred, 2015).

In this research, the researcher used close-ended question with four predetermined response categories (*Strongly Disagree, Disagree, Neutral, Agree, or strongly Agree*) on various statements regarding to

students perception. Foreign Language Classroom Anxiety Scale (FLCAS) developed by Puteri Zahrina M.K at al. (2014) this instrument (questionnaire) was applied as to identify students' perception toward drama technique, such as to know students' response towards the drama activity and students' perception towards the impacts of using drama presentation.

To analyze the result of the questionnaires, the researcher used percentage system with the following formula as usually used in the survey method (Wahyuddin Djumanta, 2008) cited in Irwansyah (2015).

$$P = \frac{?}{?} \times 100$$

Where: P = percentage

F = frequency of respondents

n = number of sample

100 = constant value

D. Population and Sample

According to Fraenkel and Wallen, population means the group interest to the writer that would like to generalize the result of the study (Fraenkel 1990). The population of this study was the students of 10th Grade at SMA N 2 Unggul Ali Hasjmy.

Sample is the group in the research on which the information is obtained, preferably selected in such a way that the sample represents the larger group (population) from which it was selected (Fraenkel 1990). The sample of the study was the students of 10th Grade at SMA N 2 Unggul Ali Hasjmy. The sample was taken by using purposive sampling. Purposive sampling is one of techniques in selecting participant in selecting participant focus on particular characteristics of a population that are of interest, which will enable us to answer the research questions. The student of SMA N 2 Unggul Ali Hasjmy 10th grade was chosen as the researcher considered that they are still anxious to speak English. A purposive sampling technique was used to select the students who will participate in the pre-test and post-test and the students with reluctance problems to speak in English. The researcher will select ten students from the observed class. Then, the researcher selected five of students who felt nervous and preferred to keep silence during the pre-test in the class. From five selected students the researcher only managed to find four students for the post-test. The reason is because most students have conflicting extracurricular schedule at the same time. Also the students had many other activity such as English club, English debate, scout etc. Moreover, in curriculum 2013 the allocation of time of English subject is only two hours per week. So that, it become researcher's reasons to use purposive sampling in selecting the sample.

E. Research Limitation

Although this research has three aims, there were some unavoidable limitations. First, because of the time limit, this research was conducted only at SMA N 2 Unggul

Ali Hasjmy the students' of 10th grade. Second, this research was conducted six meeting in two weeks. Third, this research only focuses on speaking skill. The researcher will select ten students from the observed class. Then, the researcher selected five of students who felt nervous and preferred to keep silence during the pre-test in the class. From five selected students the researcher only manage to find four students for the post-test. The reason is because most students have conflicting extracurricular schedule at the same time. Also the students had many other activity such as extracurricular, English club, English debate, scout etc. Moreover, in curriculum 2013 the allocation of time of English subject is only two hours per week. Finally, This study only focuses on one single class participant that was chosen as the sample of this research.

CHAPTER IV
RESEARCH FINDINGS

A. Data Analysis

a. Data From Test

1. Pre-test and Pos-test

The researcher used pre-test technique in order to collect the data about students' speaking anxiety. Classroom pre-test was conducted on 19th July 2016 and post-test on 5th Agustus 2016. The pre-test and post-test were carried out only in one class, that is unit X Mipa 2. The researcher selected the class based on the teacher approval and her convenience. In this study, the researcher recorded the activities of speaking by using Samsung camera. This class consists of 27 students; 11 males and 16 females. This classroom was facilitated with good and appropriate facilities and equipments which mean this class was comfortable and appropriate for students to learn. To investigate the students perception while speaking, the researcher used questionnaire and observation sheet. Students' diary was used to answer how drama technique reduce students' speaking anxiety.

These are the topics given in the Pre-test:

Discussion Topics

Choose one topic to discuss about.

- Talking about your self
- Please describe a friend who you like.
- Please describe historical place

Most of them chose the topic and talked about themselves.

These are the topics given in the Post-test:

Discussion Topics

Choose one topic to discuss about. You should mention pros and cons, or advantages and disadvantages.

- Young people should stay at school until they are 18.
- Young people under 15 shouldn't use mobile phones.
- Living at town is more fun than living at village.

The researcher chose the topics above because it will make the students easier to express their idea. The topics above are very interesting for them to discuss because the material relates to the text book that they are learning at school. Most of the students chose the topic of "Young people under 15 shouldn't use mobile phones".

b. Data From Questionnaire

The result of the questionnaire was the primary data of this study. there were two questionnaires used which were to identify how their feelings after pre-test are and to answer what students perceptions toward

the implementation of drama technique are. The questionnaire was modified from the research done by E.K. Horwittz, M.B., & Cope, J. (1986). The questionnaire of this research had one section which was about the causes of anxiety which make the students feel reluctant to talk in English.

To analyze the result of the questionnaire, the researcher used percentage system with the following formula as usually used.

$$P = \frac{F}{n} \times 100$$

Where: P = percentage

F = frequency of respondents

n = number of sample

100 = constant value

Table 4.1

I lost confidence when I speak English in the classroom in the first meeting of class X Mipa2

No.	Option	F	Percentage
1	Strongly Agree	5	50%
	Agree	1	10%
	Moderate	2	20%
	Disagree	2	20%
	Strongly Disagree	0	0%
Total		10	100%

As can be seen in table 4.1, the researcher concluded that 6 respondents (60%) gave positive responses to the statement. "I lost confidence when I speak English in the classroom". It shows most of them gave positive response that they lost

confidence when speaking English in the classroom. This is one of the causes of why students feel reluctant and anxious to speak English. Only two respondents who chose moderate showing that they did not have a decision toward the statement and two respondents gave negative response to the statement above, it shows 20% of them did not lost confidence.

Table 4.3

Suddenly I forget my vocabulary due to nervousness

No.	Option	F	Percentage
3	Strongly Agree	0	0%
	Agree	9	90%
	Moderate	0	0%
	Disagree	0	0%
	Strongly Disagree	1	10%
Total		10	100%

The third table shows that 9 respondents gave positive response to the statement. Clearly, (90%) respondents suddenly feel nervous when they forget their vocabulary. There was one of them who gave negative response that meant he did not feel nervous when having forgotten the vocabulary. To sum up, more than half of the students' forget their vocabulary due to nervousness.

Table 4.6**I feel afraid of being center of attention, when I speak in front of classroom**

No.	Option	F	Percentage
6	Strongly Agree	1	10%
	Agree	3	30%
	Moderate	3	30%
	Disagree	1	10%
	Strongly Disagree	2	20%
Total		10	100%

The information that can be inferred from table 4.6 is that 3 respondents (30%) showed a high motivational level by choosing *agree* respond and 10% showed strongly agree. So, 40% of them feel afraid of being the center of attention, when speaking in front of the classroom. 3 (30%) respondents chose moderate that means the respondents did not have a decision. There were 3 respondents gave negative response to the statement. In short, it can be assumed that most of the respondents argued that becoming central of attention made them afraid.

Table 4.7**I am afraid to speak because of the lack of vocabulary**

No.	Option	F	Percentage
7	Strongly Agree	2	20%
	Agree	5	50%
	Moderate	3	30%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		10	100%

It is obviously seen from the table 4.7 that 7 respondents (70%) of them gave positive response that they feel afraid to speak because of the lack of vocabulary. 30% of them chose moderate to the statement. None gave negative response. It can be concluded that most of the respondents (70%) felt that the lack of vocabulary made them afraid.

To investigate the students' perceptions toward the implementation of drama technique, the data obtained through the questionnaire were analyzed by using percentage. The research findings were presented in two sections: students response towards the drama activity in their English lessons and students' perception towards the impact of using drama presentations.

Students' response towards the drama activity in their English lessons

Table 4.1.1

It is fun to participate in the making of an English drama in this course

No.	Option	F	Percentage
1	Strongly Agree	10	37,03%
	Agree	6	22,2%
	Moderate	7	25,9%
	Disagree	0	0%
	Strongly Disagree	4	14,8%
Total		27	100%

For this statement, *strongly agree* respond were given by 16 respondents to the statement, "It is fun to participate in the making of an English drama in this course". It showed more than 37,03% students assumed the drama is fun to

participate. Negative response were given by 4 respondents. To sum up, it can be assumed that most of the respondents argued that it is fun to participate and make English drama in this course.

Table 4.1.2

Acting out my role in English in the drama is not really difficult

No.	Option	F	Percentage
2	Strongly Agree	7	25,9%
	Agree	14	51,8%
	Moderate	6	22,2%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		27	100%

It is obviously seen from table 4.1.2 that 21 respondents thought that acting out their role in English in the drama is not really difficult. 22% of them chose moderate to the statement. It means 22% of them did not have a decision. It can be concluded that more than (51,8%) respondents gave positive response that acting out their role in English in the drama is not really difficult.

Table 4.1.3

I enjoy the drama activity very much because I have the chance to speak

No.	Option	F	Percentage
3	Strongly Agree	7	25,9%
	Agree	13	48,14%
	Moderate	6	22,2%
	Disagree	0	0%
	Strongly Disagree	1	3,7%
Total		27	100%

From the table 4.1.3, the researcher concluded that 20 respondents (48,14%) agreed and 26% strongly agreed to the statement. It showed that some of the respondents had positive response. They enjoyed the drama activity very much because they had the chance to speak. On the other hand, 6 of them chose moderate. It means that they did not have a decision toward the statement. There is only one person who gave negative response toward the statement.

Table 4.1.4

I feel more confident to express myself in English

No.	Option	F	Percentage
4	Strongly Agree	7	25,9%
	Agree	14	51,8%
	Moderate	6	22,2%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		27	100%

As seen from the table, almost half of the respondents (51,8%) agreed that they feel more confident to express themselves in English. There were seven respondents (26%) that chose *strongly agree* towards that statement. it shows more than 51,8% gave positive response. The researcher assumed that this drama technique made them feel confident express themselves in English and this technique could help them to express their feeling and reduce their anxiety when speaking English. However, there were six respondents who chose moderate (22,2%) showing that they

did not have a decision about the statement and none of them chose disagree and strongly disagree.

Table 4.1.5

The drama activity is different from other oral activities because it is more interesting

No.	Option	F	Percentage
5	Strongly Agree	3	11,1%
	Agree	9	33,3%
	Moderate	11	41%
	Disagree	3	11.1%
	Strongly Disagree	1	3,7%
Total		27	100%

From the table above, we can conclude that 33,3 % agreed and 11,1% strongly agreed with this statement. It showed that more than 33,3% respondents assumed drama activity is different from other oral activities because it is more interesting. However, eleven of them (41%) chose moderate response which means that some of them did not have a decision toward the statement. However, there were three respondents chose *disagree* and one of them was strongly disagree. It was supported by one of the respondents who said that he did not assume that drama is different from other oral activities.

Table 4.1.6**Although I have to memorize my script, I do not feel stressed to do so**

No.	Option	F	Percentage
6	Strongly Agree	1	3,7%
	Agree	15	55,5%
	Moderate	7	25,9%
	Disagree	3	11,1%
	Strongly Disagree	1	3,7%
Total		27	100%

Based on the table above, more than half of the respondents (55,5%) chose agree and there was only one respondent chose strongly agree. It was supported by one respondent who said that although they have to memorize their script they did not feel stress to do so. It shows that the script was easy to memorize. Seven respondents chose moderate and four respondents gave negative response toward the statement.

Table 4.1.7**I believe that drama is good way to improve my English speaking skills**

No.	Option	F	Percentage
7	Strongly Agree	9	33,3%
	Agree	10	37,03%
	Moderate	8	30%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		27	100%

We can see the table above, ten respondents, 37,03% chose agree and (33,3%) nine respondents chose *strongly agree* related to the statement above. It

means 19 of them believed that drama is a good way to improve their English speaking skills. Only eight respondents (30%) chose moderate. None of them gave negative response to the statement.

Table 4.1.8

I am keen to learn about English through the drama presentation

No.	Option	F	Percentage
8	Strongly Agree	6	22,2%
	Agree	11	40,7%
	Moderate	9	33.3%
	Disagree	1	3,7%
	Strongly Disagree	0	0%
Total		27	100%

From table 4.1.8, the researcher concluded that 17 respondents or more than 40,7% of total respondents gave positive response and they were keen to learn about English through the drama presentation. On the other hand, 9 of them chose moderate response. It means that they did not have a decision. However, there was only one respondent who gave negative response. To sum up, the researcher assumed that most of them were keen to learn English through drama presentation.

Table 4.1.9**I feel motivated to explore the various expressions in English through the drama presentation**

No.	Option	F	Percentage
9	Strongly Agree	10	37,03%
	Agree	10	37,03%
	Moderate	6	22,2%
	Disagree	1	3,7%
	Strongly Disagree	0	0%
Total		27	100%

From table 4.1.9, the researcher concluded that (74,06%) or 20 of total respondents gave positive response. It shows that more than (37,03%) of the respondents felt motivated to explore various expressions in English through the drama presentation and gave positive response. However 6 of them chose moderate response. It means that they did not have a decision in choosing. Hence, only one respondent gave negative response to the statement. It can be concluded that most of them felt motivated to explore various expressions in English through the drama presentation.

Table 4.1.10**Overall, I enjoy learning my f English in this semester**

No.	Option	F	Percentage
10	Strongly Agree	9	33,3%
	Agree	9	33,3%
	Moderate	6	22,2%
	Disagree	3	11,11%
	Strongly Disagree	0	0%
Total		27	100%

The information that can be inferred from the table above is that (33,3%) or 18 of the total respondents gave positive response. It shows that overall, they enjoyed learning English in this semester. Hence, 6 of total 27 respondents showed moderate response to the statement because they did not have a decision in choosing. There were three respondents who chose disagree. In short, it can be assumed that most of the respondents argued that overall they enjoy learning English in this semester.

Students' perception towards the impact of using drama presentations.**Table 4.2.1****I am now more aware of the need to use appropriate expressions in various situations**

No.	Option	F	Percentage
1	Strongly Agree	9	33,3%
	Agree	14	51,8%
	Moderate	4	14,8%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		27	100%

As can be seen from the table 4.2.1, the researcher concluded that 14 respondents (51,8%) agreed with the statement and (33,3%) chose *strongly agree*. 23 respondents agreed “many students are now more aware of the need to use appropriate expressions in various situation” that shows many students know to use appropriate expressions in various situation. *Moderate* were chosen by 4 respondents (41,8%). None respondents gave negative response.

Table 4.2.2

My pronunciation of English words has also been improved

No.	Option	F	Percentage
2	Strongly Agree	7	25,9%
	Agree	16	59,2%
	Moderate	4	14,8%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		27	100%

From the table above, 59,2% agree and 25,9% respondents strongly agree to the statement. It shows that 23 respondents’ pronunciation of English words has also been improved. On the other hand, 4 of them chose moderate response. None of them gave negative response to the statement. In short, most of them felt improvement in their pronunciation of English words.

Table 4.2.3
I am now more confident with myself when speaking in public.

No.	Option	F	Percentage
3	Strongly Agree	5	18,5%
	Agree	13	48,14%
	Moderate	7	25,9%
	Disagree	2	7,4%
	Strongly Disagree	0	0%
Total		27	100%

Table 4.2.3 shows most of students (48,14%) gave *agree* response and 18,5% gave *strongly agree* for statement number three. It shows that eighteen of them felt more confident with themselves when speaking in public. Moreover, there were 7 respondents (25,9%) who chose moderate and only two respondents gave negative response. To sum up, most of the students felt more confident with themselves when speaking in public.

Table 4.2.4
I do not feel nervous of making mistake when speaking in public

No.	Option	F	Percentage
4	Strongly Agree	1	3,7%
	Agree	10	37,03%
	Moderate	14	51,8%
	Disagree	2	7,4%
	Strongly Disagree	0	0%
Total		27	100%

For this statement, positive response were given by 11 respondents (40,73%) by choosing strongly agree and agree showing that they did not feel nervous of making mistake when speaking in public. On the other hand, 14 respondents (51,8%) chose moderate. There were two persons who gave negative response to the statement. In conclusion, the students who chose moderate were more than students who chose agree and strongly agree.

Table 4.2.5

I am now not reluctant anymore to express my opinions in public

No.	Option	F	Percentage
5	Strongly Agree	5	18,5%
	Agree	13	48,14%
	Moderate	9	33,3%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		27	100%

From the table above, 13 respondents answered *agree* and 5 respondents chose *strongly agree* to the statement. It shows that 18 of them gave positive response that they are now not reluctant anymore to express their opinions in public. However, there are 9 of them chose moderate and none respondent chose disagree and strongly disagree. Based on the data, it can be concluded that most of them gave positive response toward the statement.

Table 4.2.6**I am not panic anymore if I have to speak in public without any preparation**

No.	Option	F	Percentage
6	Strongly Agree	5	18,5%
	Agree	4	14,8%
	Moderate	15	55,5%
	Disagree	2	7,4%
	Strongly Disagree	1	3,7%
Total		27	100%

The information that can be inferred from the table above is the percentage of respondents who gave neutral opinion is the highest of all other percentage. 9 of them gave positive response to the statement that they were not panic anymore if they have to speak without any preparation. There were three persons who gave negative response. In short, it can be assumed that most of the students argued that without any preparation when they have to speak in public can make them panic and not panic.

Table 4.2.7**I do not feel my heart pounding anymore when I get called to present my speech in class**

No.	Option	F	Percentage
7	Strongly Agree	2	7,4%
	Agree	10	37,03%
	Moderate	10	37,03%
	Disagree	4	14,8%
	Strongly Disagree	1	3,7%
Total		27	100%

It is obviously seen from the table, that 12 respondents gave positive response toward the statement. It shows 44.43% respondents gave positive response showing they did not feel their heart pounding anymore when they get called to present their speech in class. There were 10 of them chose moderate and 5 respondents gave negative response to the statement. It can be concluded that 44,43% of respondents did not feel their heart pounding anymore when get called to present their speech in class.

Table 4.2.8

I am confident when speaking in English with my classmates

No.	Option	F	Percentage
8	Strongly Agree	8	30%
	Agree	11	40,7%
	Moderate	7	25,9%
	Disagree	1	3,7%
	Strongly Disagree	0	0%
Total		27	100%

We can see from the table, 11 respondents agreed with the statement (40,7%) and 8 respondents chose (30%) *strongly agree*. It shows that 70,7% respondents gave positive response showing that they were confident when speaking in English with their classmates. 25,7% respondents answered moderate. Furthermore, only one person gave negative response. To sum up, more of half respondents felt confident to speak English.

Table 4.2.9**I am not afraid of being laughed at by my friends for speaking in English**

No.	Option	F	Percentage
9	Strongly Agree	6	22,2%
	Agree	14	51,8%
	Moderate	5	18,5%
	Disagree	2	7,4%
	Strongly Disagree	0	0%
Total		27	100%

From this table, it can be concluded that two of the respondents chose *disagree* and no one chose *strongly disagree*. 14 respondents (51,8%) agreed and 6 respondents (22,2%) strongly agreed toward the statement. It shows that 20 respondents gave positive response that they were not afraid of being laughed by their friends when speaking in English. Meanwhile the percentage of moderate response is 18,5%. Hence, the researcher assumed that the respondents were not afraid of being laughed by their friends when speaking in English.

Table 4.2.10**I have a better control of my fears of failure when speaking in English**

No.	Option	F	Percentage
10	Strongly Agree	9	33,3%
	Agree	13	48,14%
	Moderate	4	14,8%
	Disagree	0	0%
	Strongly Disagree	1	3,7%
Total		27	100%

The table shows 13 respondents agreed that now they have better control of their fears of failure now when speaking in English. 48,14% respondents chose *agree* and 33,3% chose *strongly agree*. So, 81,44% respondents gave positive response toward the impact of using drama and 14,5% chose moderate. However, no one of them gave negative response which means that they have a better control of their fears of failure when speaking in English.

c. Data From Observation

The researcher used observation technique in order to collect the data of students' speaking anxiety during pre-test and post-test. Classroom observation was conducted on 19th July 2016 and on 5th Agustus 2016. The observation was carried out only in one class, that is X MIPA 2. The researcher selected the class based on the teacher's approval and her convenience. The observation was done twice. In this study, the researcher recorded the process of the students' oral speaking by using Samsung camera.

However, before serving the data obtained through observation, the researcher would like to describe the condition of the speaking class in a brief way. In the first meeting, there were fifteen students' in classroom and twelve students were absent because them attended scout. So the researcher selected only ten students' to do the pre-test in classroom. Then, the researcher tried to explain what they have to do in pre-test in

which they have to choose one among 3 topics to discuss. After that the researcher asked the students to talk about the topic that they have selected in front of the class. Each of the students seemed to be interested to engage in the activity.

In the second meeting, there was not much difference from the first one. The researcher also tried to explain what they have to do in post-test, in which they have to choose one interesting topics among three provided. After that the researcher asked the students to talk about the topic that they have selected in front of the class. They were also interested in this activity.

The researcher transcribed the recording to get the data of students' anxiety through the result of observation sheet and criteria to identify anxious language learners, including: difficulty to concentrate, being forgetful, sweating, nervously touching object and stuttering.

Table 4.1. Result of observation in the first meeting of class X MIPA 2

Aspect rated	Criteria	F	Percentage
Difficulty to concentrate	High	3	30 %
	Middle	1	10%
	Low	1	10%
Become forgetful	High	4	40%
	Middle	0	0%
	low	1	10%

Sweating	High	0	0%
	Middle	0	0%
	Low	5	100%
Nervous to touch object	High	3	30%
	Middle	0	0%
	Low	2	20%
Stuttering	High	3	30%
	Middle	0	0%
	Low	2	20%
Total		5	100%

Aspect rated

Difficulty to concentrate

This table shows that the percentage of students from the criteria and aspect rated that they found difficulties to concentrate was high (50%) which means that most of them feel difficulties to concentrate while speaking in front of the class. It shows that this is the cause of why they felt anxious in oral speaking. However, there was one person in middle criteria (10%) showing that they could not concentrate well. On the other hand, only one person in low criteria which means she can concentrate while speaking.

Becoming forgetful

Based on the information above, becoming forgetful was one of the problem that commonly happened to students. We can see there are 40% of students who forget what they want to say while talking. None was in middle criteria which shows that sometimes the students forget what they want to say. Furthermore, only one

person was in low criteria, which means they did not forget what they want to talk about.

Sweating

Based on the third aspect rated, none of the students was sweaty which means all of them did not feel afraid while standing in front of the class.

Nervousness to touch object

Based on the information above, 30% students felt nervous when touching object because of the anxiety when they are talking. None of the students was in middle criteria. On the other hand, there were two people or 20% students in low criteria which means that two of them did not feel nervous when touching object while talking.

Stuttering

Based on the fifth aspect rated 30% students' were stuttering when they are talking. Some of them often use filler word while speaking. None person was in middle criteria. It means they did not use that word often. 20% students were in low criteria which means they did not stutter while speaking in front of the class.

Table 4.1. Result of observation in the second meeting of class X MIPA 2

Aspect rated	Criteria	F	Percentage
Difficulty to concentrate	High	1	10 %
	Middle	0	0%
	Low	3	30%
Become	High	1	10%

forgetful	Middle low	0	0%
		3	30%
Sweating	High	0	0%
	Middle	0	0%
	Low	40	100%
Nervous to touch object	High	0	0%
	Middle	0	0%
	Low	40	100%
Stuttering	High	0	0%
	Middle	1	10%
	Low	3	30%
Total		4	100%

Aspect rated

Difficulty to concentrate

This table shows that students from the criteria and aspect “difficulties to concentrate” was low (30%) Furthermore, only one person was in high criteria which means they still face difficulties to concentrate. To sum up, it shows that most of them did not face difficulties to concentrate anymore when speaking.

Become forgetful

The second table shows that students from the criteria and aspect of becoming forgetful were mostly in low criteria (30%). Few of them still forgot what they want to say. Furthermore, only one person in high criteria that means they still become forgetful. In short, it shows that there were some contradiction than in the first meeting in which they try harder to remember what they want to say.

Sweating

Based on the aspect number three, none of students were sweaty. It means all of them did not feel afraid to stand up in front of the class. In conclusion, this is not much different from the information above.

Nervous to touch object

Based on the aspect rated number four, none of students felt nervous while touching object. It means all of them did not feel nervous to touch object in the class. Finally there was some development that they have done that means they do not feel nervous touching object anymore.

Stuttering

Based on the fifth aspect rated, 30% students did not stutter anymore when talking and only 10% students sometimes still use filler word. Only one person still used that word. In summary, there was a bit of change that students have done. They become better than before.

d. Data From Students' Diary

In the students diaries, the responses of the question asking about how the students feeling is after doing the drama and how drama can reduce their anxiety showed that most of the students felt comfortable. They are more able to speak English and were excited to speak English because drama does not only make them talk, but also let them know how to express and play the role in drama. Drama keeps students active in the learning situations. Students' self-confidence and motivation

increases. Some students also stated that they did not feel nervous while doing drama because there were some of their friends who helped them. Besides, the language in the script of drama was easy to understand and spoken by students' because the dialogue or conversation also related to their daily activity at school and they did not have to memorize it, so the students not felt reluctant to do the drama activity in front of the class. The students were also more confident to speak English because they did not only speak by themselves but with their friends. This drama also made them speak English fluently because the conversation was easy to express so that they did not feel nervous and panic anymore when speaking in public. So, they felt like speaking in daily communication. Some students' argued that drama can reduce their anxiety and give them the good impact. All of them could acquire and remember new vocabularies that they do not know before. Some students' also stated that their self-confidence increased. The students also argued that they feel braver to perform in front of the class because speaking English was fun when in their drama activity. Since each of them got the role that they liked, they also stated that although they did not know all of the meaning in dialogue text, they could understand the meaning of that drama. The students also admitted that drama was a generally fun activity which provided them the opportunity to improve their speaking skills in an interesting way. Drama can teach young people how to manage interpersonal relationships. For students in English as a second language classes, drama offers chances for them to use language effectively. There is no negative evaluation from teacher so that, this is how drama reduce students speaking anxiety.

B. Discussion

This research examined the drama technique in reducing students' speaking anxiety. The researcher successfully collected the data using pre-test, post-test, questionnaire, observation sheet and students' diary in order to answer the research questions. The first research question asked about how does drama technique reduce students' speaking anxiety. Through the researcher's observation by using observation sheet in the second meeting, 30% of students not feel difficulties to concentrate anymore and 30% of students not become forgetful anymore. This result was also supported by questionnaire that showed more than half of the respondents (55,5%) have to memorize their script and they did not stress to do so and more than 37,03% students believe that drama is a good way to improve their English speaking skills. More than 40,7% respondents were keen to learn English through the drama presentation. Finally, more than 37,03% of the respondents felt motivated to explore various expressions in English through drama presentation.

Besides, the result of students' diary also answered the first research question asking how drama reduce students speaking anxiety. The language in the script of drama was easy to understand and spoken by students' because the dialogue or conversation also relate to their daily activity at school. The conversation was easy to express so that they did not feel nervous and panic anymore when speaking in public. Drama keeps students active in the learning situations. Students' self-confidence and motivation increase. Drama can teach the students how to manage interpersonal relationships. There is no negative evaluation from teacher. Through drama

performance, the language input through the scripted dialogue is applied according to the context of the play and students could practice appropriate facial expressions, intonations and gestures to convey the intended meaning of each character and to deliver a dialogue.

Second research question is about students' perception toward the implementation of drama technique. The research findings are presented in two sections: response toward drama activity and the impacts of using drama presentations. From the questionnaire conducted, it was found that generally the students' perceived drama as enjoyable activity because they have a chance to speak. 48,14% of the participants agreed to the statement. Overall, they believe that drama is a good way to improve their English speaking skills 37,03% agreed to the statement. Most of them felt motivated to explore the various expressions in English through the drama presentation.

The impacts of using drama presentation on students'. Related to the impact, generally the participants agreed that drama has positive impact on their language learning. 85,1% Students' pronunciation of English words has also improved and almost all of them more confident with themselves when speaking. They also are not reluctant anymore to express their opinions in public. This probably means that that drama is fun and helpful to improve their speaking skills. 51,8% of them also agreed that they were now more aware of the need to use appropriate language expressions in various situations and 40,7% agreed that they did not feel self-conscious when speaking in English before the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From all of the collected data, the researcher came to the conclusion that drama keeps students active in the learning situations. Through the observation sheet in the second meeting, 30% of students not feel difficulties to concentrate anymore and 30% of students not become forgetful anymore. This result was also supported by questionnaire that showed more than half of the respondents (55,5%) have to memorize their script and they did not stress to do so and more than 37,03% of the students believe that drama is a good way to improve their English speaking skills. Students' self-confidence and motivation increase. Drama can teach the students how to manage interpersonal relationships. There is no negative evaluation from teacher. Through drama performance, the language input through the scripted dialogue is applied according to the context of the play and students could practice appropriate facial expressions, intonations, and gestures to convey the intended meaning of each character and to deliver a dialogue. The students perceived drama as enjoyable activity very much because they have a chance to speak. 48,14% of the participants agreed to the statement. Overall, they

believe that drama is a good way to improve their English speaking skills 37,03% respondents agreed to the statement.

In the present research, it is found that drama is an effective tool to help reduce their anxiety when speaking English in public. In addition, drama lowered the speaking anxiety of the participant. The students started to speak without the fear of making mistake. Drama keeps students active in the learning situations. Students' self-confidence and motivation also increase. The students also admitted that drama was generally fun activity which provided them the opportunity to improve their speaking skills in an interesting way. For this reason, drama is worth implemented in an actual ESL learning environment with an aim to enhance the speaking skills of students.

B. Suggestion

After completing this research, the researcher feels the urge to give some suggestions that would come in handy in the future, especially for teachers and other researchers who are interested in conducting relevant issue. Here are the suggestions:

Teachers need to motivate their students; encourage them to speak; and to allow them to make mistakes. In general, it is impossible to learn English language without making mistakes and the teachers have to give the situation where the teachers should make drama in the language class to prevent negative feelings toward English language learning because the role play in

drama technique gave some advantages, the first one is that: drama is a fun, relaxed and informal way to learn English and role play containing activities in which the students' can learn the language and have fun at the same time as well as, freely integrate their ideas and experience for expressing their opinion. The students' have freedom to say what is in their minds and drama builds confidence in the learners' ability to speak and motivates them of English.

For other researchers can use this research as a clue or compare the result of this research with others.

For future research, it is hoped that there will be many more related research to come since the issue about reducing students' speaking anxiety by using drama is still limited. Due to imperfection of this research, the researcher expected that it will be another research that will further investigate this issue thoroughly. In this research, the researcher only got to do the post-test with four students because the researcher could not catch up with the students schedule. Also the students had many other extracurricular activities such as English club, English debate, scout, etc. Moreover, in curriculum 2013 the allocation of time of English subject is only two hours per week. Thus, it would be better in the next research to take more participants to make it generalizable.

**REDUCING STUDENTS' SPEAKING ANXIETY
BY USING DRAMA TECHNIQUE.**

(A STUDY AT YEAR ONE OF SMAN 2 UNGGUL ALI HASJMY)

THESIS

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THESIS

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