



Teaching Speaking Eighth Grade Students of Junior High School through Drama Technique

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Abstract. The aim of this study is to find out whether the use of drama is effective or not in teaching speaking at the eighth grade of State Junior High School (SMPN) 1 Pejagoan in the academic year of 2017/2018. In this study, the two classes of the eighth grade were taken as the population and sample of SMP N 1 Pejagoan in the academic year of 2017/2018. There were 60 students taken as the samples. The data analysis techniques employed were descriptive and inferential analysis. The formula of t-test was applied to prove whether it is effective or not. After analyzed the data, the researcher found that the students' achievement of experiment group was better than control group. The means score of experimental group was 85.60 and the means score of control group was 73.73, it could be seen from the final result of t-test analysis which stated that t-value was higher than t-table ($7.54 > 2.00$). Therefore, it can be concluded that the use of Drama Technique in teaching speaking at the eighth grade of SMP N 1 Pejagoan in the academic year of 2017/2018 is effective.

Keywords: Drama Technique, Teaching Speaking

1 Introduction

English can serve lingua franca among nations. Therefore people from different countries use this language to communicate with other. Considering this fact, many people around the world learn English in order to be able to communicate orally or in written. Surely, to make communication successful, someone must have good speaking skill. This is in line with [1]. According to [1], the importance of speaking skill is enormous for any learner of the language. He also states that speaking skills are essential for career success, but certainly not limited to one's professional job aspiration. Another opinion on the importance of speaking for language learners comes from [2]. He states that learning speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. Furthermore, different expert namely [3] says that speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language.

However many English learners think that speaking is a very difficult subject. [4] says that of the most difficult skills language learners face is speaking skill. Furthermore, according to [5] assume that many learners have spent so many years studying English language but cannot speak it appropriately and understandably. Additionally, [6] pointed out there are many factors that causes difficulties in speaking English among EFL learners. Some of this factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

Related to strategy used by teacher to teach speaking, the teacher should try to implement an effective strategy in order to improve their learners' speaking skill. [7] said the teachers have to understand the problems of ELLs (English language learners) and try to

implement various teaching strategies in their classrooms in order to develop their learners' speaking skill in English classrooms. One of strategies that can be used by teacher is through drama. [8], drama is an alternative strategy to improve students' competence in speaking. In addition, [9] stated that interactive dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then interacts with other students in the class to build alliances and complete common goals. Moreover, [10] have pointed to the values and uses of drama. They said drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language.

Referring to the facts above, we intent to investigate the use of drama to teach speaking at eighth grade students of SMPN 1 Pejagoan in a academic year of 2017/2018. This study tries to find out whether drama technique is effective to improve students' speaking skill.

2. Literature Review

2.1 Speaking

According to [11] speaking is the process and making and sharing meaning by using verbal and non-verbal symbols in different context. Moreover, [12] and [13] defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. In addition, [14] defined speaking as production of auditory signals to produce different verbal responses in listeners. Furthermore, [15] defined speaking is a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken text as the collaboration between two or more persons in the shared time and the shared context.

2.1 Drama technique

According to [16], drama is a literary genre realized in performance. Moreover, [17] drama is a lively image of human nature, representing its passions and humorous, and the changes of fortune to which it is subject, for the delight and instruction of mankind. Furthermore, [18] who elaborates drama as any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation.

2.4 Assessing Speaking

Thornburry [19] asserts that based on Cambridge Certificate in English Language Speaking Skills (CELS), there are four categories must be taken into account: grammar and vocabulary, discourse management, pronunciation, and interactive communication. Meanwhile, [12], there are six categories in speaking assessment. They are: Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, and Task.

3 Research Methodology

The population of this study is the eighth grade students at SMP N 1 Pejagoan in academic year 2017/2018. It is located at Kebulusan village, Pejagoan distric, and Kebumen city. The variables in the research are teaching speaking using drama as independent variable and the students' speaking skill as dependent variable.

From the population, we took 2 (two) classes consist of 60 students by using purposive sampling technique. Meanwhile, to get the data the researcher uses research instrument to measure the value of the variables studied. In this data collection, the researcher uses the test as an instrument. In the study, the form of the test is a speaking test, which is grouped into three activities. The first is the provision of pre-test, second treatment, and last post-test. To analyze the data, the researcher uses descriptive and inferential analysis.

4 Findings

4.1 Descriptive Analysis

We administered an English speaking test to collect the data. The English speaking skill score was based on criteria of scoring. The highest score of experimental and control group are 96 and 88 respectively. The lowest score of experimental and control group are 76 and 56 respectively. The median of experimental and control group are 88 and 76 respectively. Meanwhile, the modus of experimental and control group are 88 and 76 respectively. The standard deviation of experimental and control group are 5.10 and 6.94 respectively. In addition, the mean of experimental and control group are 85.60 and 73.73 respectively. Furthermore, the variance of experimental and control group are 26.54 and 48.20 respectively. Lastly, the total score of experimental and control group are 2568 and 2121 respectively. In order to be more systematic, the description above is illustrated in Tab. 1.

Tab 1. The Result of Control Group and Experimental Group

	H	L	Me	Mo	R	SD	M	V	T
Experimental	96	76	88	88	32	5.10	85.60	26.04	2568
Control	88	56	76	76	32	6.94	73.73	48.20	2121

4.2 Inferential Analysis

4.2.1 Test of Normality

To calculate the parametric statistic, the requirement of the data must in the form the normal curve. Based on the normality test of control group and experimental group, the researcher found that the distribution of the data of both group, experimental and control group are normal (Asymp. Sig. (2- tailed)) are higher than 0.05. They are 0.127 and 0.159. It means distribution of data is normal. Detail is illustrated in Tab 2.

Tab 2. One Sample Kolmogorov-Smirnov Test

	Experimental	Control
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N		30	30
Normal Parameters	Mean	85.6000	73.7333
	Std. Deviation	5.10308	6.94279
	Absolute	.214	.205
	Positive	.152	.205
	Negative	-.214	-.195
Kolmogorov-Smirnov Z		1.174	1.125
Asymp. Sig. (2-tailed)		127	159

4.2.2 Test of Homogeneity

To know whether the variance of two samples is homogeneous or not, the researcher used F-test. From the computation below, the value of f is 1.85. Then, it was compared with the value of F Table with dk of numerator (30-1=29) and dk of denominator (30-1=29). Based on the tabel on Ftabel, it is known that at the F value on the significant level 0.05 is 1.86. Because F obtained is lower than the value F tabel (1.85<1.86), it means that the variance of two sample is homogeneous. The computation of F-test was as follows:

$$\begin{aligned}
 F_{\text{count}} &= \frac{\text{The highest variance}}{\text{The lowest variance}} \\
 &= \frac{48.20}{26.04} \\
 &= 1.85
 \end{aligned}$$

4.2.3 T-Test Finding

The calculation of the mean score of post-test experimental group and control group is 85.60 and 73.73. If the researcher compared the two means, it is clear that the mean of the experimental group is higher than the mean of the control group. To make the analysis more reliable, the researcher analyses it by using t-test separates variance formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \times \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Note: t value

\bar{x}_1 : 85.60

\bar{x}_2 : 73.73

n_1 : 30

n_2 : 30

S_1^2 : 26.04

S_2^2 : 48.20

$$\begin{aligned}
t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \times \left[\frac{1}{n_1} + \frac{1}{n_2}\right]}} \\
&= \frac{85.60 - 73.73}{\sqrt{\frac{(29)26.04 + (29)48.20}{60-2} \times \left[\frac{1}{30} + \frac{1}{30}\right]}} \\
&= \frac{11.9}{\sqrt{\frac{755.16 + 1397.8}{58} \times \left[\frac{2}{30}\right]}} \\
&= \frac{11.9}{\sqrt{\frac{2152.96}{58} [0.06]}} \\
&= \frac{11.9}{\sqrt{2.474}} \\
&= \frac{12}{1.57} = 7.54
\end{aligned}$$

The result of t-test is 7.54.

After getting t-value, the researcher consult the critical value on t-table to check whether the difference is significance or not. Before the experiment is conducted, the level of significance to use divide. The researcher use the 5% significance level. From the previous analysis, it shows that with the number of sample (N1=30 and N2= 30) and the level of significance is 5%, the value of t-table is 2.000. The computation shows that t-value is higher than t-table that is $7.543 > 2.000$.

5 Discussion and Conclusions

The discussion can be drawn that there is positive effect of using drama to improve students' speaking ability. Therefore, regarding the effectiveness of drama to improve students' speaking skill is supported by [8]. In addition, this study is in line with [20]. Meanwhile our study is different from [8] and [20]. This participants of our research are students of junior high school while participants [8] come from students of junior and senior high school. In addition, the participants of [20] are students of high vocational school.

6 Implications and Future Directions

Drama is proven to be an effective strategy to improve students' speaking skill but on the other side, drama needs to much time to perform it. Therefore, teachers should allocate extra time to teach speaking using drama. Extra time here can be after school time or in holiday. Regarding the importance of drama to improve speaking skill, there should be further research to investigate whether it is effective to improve the other language skills including, listening, reading, and writing.

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