IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH SHORT DRAMA

Ribkah Yuniwati, Bambang Wijaya, and Eni Rosnija
English Education Study Program, FKIP UNTAN, Pontianak
e-mail: edhotvrs@gmail.com

Abstract: This research aims to improve the students’ speaking ability through short drama. Based on the writer experience during teaching, the students find difficulty to get ideas and how to pronounce the dialogue of short drama. The methodology of this research is a classroom action research which consisted of 3 cycles. The research was conducted at SMP DIAN SEBADU in the academic year 2013/2014. The subject of this research was the eighth grade students. The number of participants in this research was 30 students. The result of this research has shown that the students’ progress in improves speaking in each cycle. First cycle was 5.2 point (less than 70, not achieved). The second cycles was 6.2 point (less than 70, not achieved). The third cycle was 7.1 point (Achieved) which was higher than the KKM score. In conclusion, the use of short drama had a value in improving the students’ speaking ability.

Key Word: Improving Students’ Speaking Ability


Kata Kunci: Meningkatkan Kemampuan Berbicara Siswa

This research is about improving students’ speaking ability through short drama, in the process of speaking, sometimes the students make mistakes. Many students find difficulty in practicing speaking in class activities. Students are still passive and shy to get involved in class activities. Moreover, most of students do not have self confidence to speak and when they have to speak, they speak with many pauses. So, the teacher thinks what they have to do to solve the
problem above, like giving the media to teach speaking, so the students followed the lesson more easily. And short drama as one of the media that will help the teacher to overcome this matter. In this research the writer used short drama to guide the students to organize ideas in speaking activities. In drama the students work in group. They work as a team that should help each other. Some pupils are more intelligent than others are. In drama, all these type of learners can meet and mix, compensating for one other’s strongpoint and deficiencies as language learners. Hopefully, it can build the students’ confidence because they are not working alone. Then, in drama, each student gets role to speak. The teacher will provide the drama script and give students many times to practice it at home, so that hopefully, the students can speak English. So, the writer tried to conduct a classroom action research to find out how well short drama improves the students’ speaking ability. It was hoped that with this strategy can improve the students’ ability in speaking, especially to build the students' confident.

According to Nunan (2005:2), interactional speech is more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interpersonal settings. Brown and Yule said (1999:14), in transactional situation, where information transference is the primary reason for the speaker choosing to speak, the language tends to be clearer, more specific, than in primarily interactional situation. So they assume that normal speaker of language achieve an ability to express their need, to communicate information.

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. When people speak, it means they are communicating. According to Hybels and Weaver (1986:25), all communication is a transaction focuses on the people who are communicating and the changes that take place in them as they are communicating. In the case, all the communicators are involved perpetually and simultaneously; the communication deals with the past event, present event and future event; and there is specific roles which played by the participants that will effect in communication.

In this research the writer used short drama to guide the students in speaking activities. There are some activities to promote as follows: (1) Discussion, the students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussions groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others; (2) Interviews, conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class; (3) Reporting, in class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their
daily lives before class; (4) Prepared Talks, a popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more writing-like than spoken orally. However, if possible, students should speak from notes rather than from a script (Harmer, 2001: 274); (5) Dialogue, is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. The primary objective of using dialogue is developing student’s competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers question to reason rather than to recollect. Dialogue is two sides communication, it means we just not have to express something but we should have to understand what another peoples said (Podo and Sulaiman, 1995: 25).

Drama can be effective in developing oral language skill of English language learners. Drama can increase students’ motivation in learning English, reduce anxiety and enhance language acquisition especially speaking. Through drama, students can gain greater experience in using the language. Furthermore, in drama the students work in group, they work as a team that should help each others. Some pupils are more intelligent than others. While some are more talented in learning language, some students are outgoing, communicative, extrovert personalities, while others are shy, with drawn introverts. In drama, all these type of learners can meet and mix, compensating for one other’s strongpoint and deficiencies as language learners. Hopefully, it can build the students confident because they are not working alone. Then, in drama each student gets role to speak. The teacher will provide the script and give the students many times to practice at home, so that hopefully, the students can speak English.

Based on that explanation, we can conclude that drama does not only take its part in the world of art, but it also can be applied as a teaching technique where the students can get real life experiences in a real life language, so that the students will be able to practice their speaking skills.

METHOD

In this research, the researcher used Classroom Action Research. Action research is intended to be the reflective counterpart of practical diagnosis (Elliott, 1978). Schon (1983) describes the use of reflection to generate models from a body of previous knowledge. These models are used to re-frame a problem; then experiments are performed to bring about outcomes which are subjected to further analysis. This model (called reflection-in-action) frames means and ends interdependently and recognizes that there is little or no separation of research from practice, little or no separation of knowing and doing.

Schon’s model of reflection-in-action compliments the iterative and investigative natures of action research. In conducting this research, the writer used a classroom action research. Kemmis and McTaggart in Cohen et al. (2005: 227) argue that the action plan of classroom action research has four stages, planning, and implementation of action, observation and reflection. 1) Planning, arranging the lesson plan, equipment, and appropriate technique to solve the students’ problem in writing skill. The technique should be appropriate and can be
helpful for the teaching and learning process and to solve the problem; 2) Acting, doing the research with special technique and it has cycles to complete the classroom action research. 3) Observing, to monitor the process of learning in cycle by employing the collaborator; 4) Reflecting, to see whether the processes have been done based on the procedures or not and to see how well the students’ progress in learning of the cycle. From this analysis, the writer can recommend whether she should conduct the next cycle or not.

Chart 1
The Cycles of Classroom Action Research

Furthermore, the researcher planned an activity that may overcome the problem that appears in the classroom. Putting plan in action of a real treatment, the researcher then observed the process and finally reflected the treatment. To get a clear understanding and limit this research, the researcher used a sample. A sample is a part of population which as the resources of the research data. A sample is small proportion selected for classroom action research which requires on class eighth grade students of SMP DIAN SEBADU which consists of thirty students.

The writer used the quantitative and qualitative measurement technique. The tools of data collecting of this research are using tape recorder, performance of students and field note. The students are instructed to speak a short drama based on the themes/titles given. The speaking activities can be measured and analyzed using the rubric score as follows:
**Table 1**

**Scoring Rubric**

<table>
<thead>
<tr>
<th>The items to be evaluated</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>5</td>
<td>Speech consists of appropriate pronunciation and intonation. None error and mistake in pronunciation and intonation.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Speech consists of almost appropriate pronunciation intonation. The number of errors and mistakes are around 1 to 2.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Speech consists of some inappropriate pronunciation intonation. The number of errors and mistakes are around 3 to 4.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Speech consists of mostly inappropriate pronunciation and intonation. The number of pauses around 5 to 10.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Speech consists of very poor pronunciation and intonation. The number of errors and mistakes are around 11 to 20.</td>
</tr>
<tr>
<td>Fluency</td>
<td>5</td>
<td>Dialogue is quite flowing style, mostly easy to understand. The pausing is natural.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Speed of dialogue seems to be slightly affected by language problem. The number of pauses around normal 1 to 2.</td>
</tr>
</tbody>
</table>

Hasbrouck & Tindal, 1992

<table>
<thead>
<tr>
<th>Criteria of mastery</th>
<th>Marking Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>80 – 89</td>
<td>Very Good</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Good</td>
</tr>
<tr>
<td>Less than 70</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Adapted from KTSP Scoring Criteria in SMP (2006)

**FINDINGS AND DISCUSSIONS**

**Findings**

For the first cycle, it conclude that the students ability in writing recount text still poor. It found that the first cycle was not satisfying and still needed much effort to gain the goal of the media picture series applied. The result of the first cycle is 61.5 point, that is under of KKM is 65.0 point. It meant that the second cycle should be conducted.

The result was still unsatisfied. It could be seen in table 1. This table shows the total score of the students’ speaking that is 156 point and divided by the total number of the students is 5.2 point. It was lower than the KKM score that is 70.0 point. This point showed that the students’ speaking ability was lower meanwhile the expected point was more than 70. At the first time, the teacher expected that every student improved their speaking skill and the mean score should be at least 70. In fact, the students still got problems.
The mean score was:

\[ \bar{X} = \frac{\sum X}{N} \]

\[ \bar{X} = \frac{156}{30} \]

\[ \bar{X} = 5.2 \]

So, in next cycle the writer had to give more detail explanation about recount text writing. The writer should re-explain about recount text briefly and clearly in the next cycle. The writer also had to monitor all the students during the teaching and learning process in the classroom. The writer also had to provide picture series which could motivate the students in writing recount text. And in the second cycle, after the treatment was applied, it conclude that the students ability in writing recount text was improves.

The result was still unsatisfied. It could be seen in table 2. This table shows the total score of the students’ speaking that is 186 point and divide by the total number of the students is 6.2 point. It was lower than the KKM that is 70.0 point. This point showed that the students’ speaking ability was lower meanwhile the expected point was more than 70. At the first time, the teacher expected that every student improved their speaking skill and the mean score should be at least 70. In fact, the students still got problems.

\[ \bar{X} = \frac{\sum X}{N} \]

\[ \bar{X} = \frac{186}{30} \]

\[ \bar{X} = 6.2 \]

Then the researcher conducted the third cycle. The result was satisfied. It could be seen in table 3. This table shows the total score of the students’ speaking that is 215 point and divide by the total number of the students is 7.1 point. It was higher of the KKM that is 70.0 point. This point showed that the students’ speaking ability was improved.

\[ \bar{X} = \frac{\sum X}{N} \]

\[ \bar{X} = \frac{215}{30} \]

\[ \bar{X} = 7.1 \]

In addition, from the explanation above the writer make chart for differentiate each cycle.
Based on the indicator of success, this result was satisfying. It could be concluded that the students shown their good progress. It was found that by using picture series in improving the students’ recount text writing was good. It was proved that the students’ achievement score of KKM was better than before this CAR has been conducted. After having the treatment in two cycles, the students’ score was achieved into 66.0 (sixty six). From this result, the increasing point was occurred from the cycle 1 to cycle 2.

**Discussions**

After having the results of this research, the writer will discuss some findings concerning the process of CAR. The findings of this research can be seen in the process of cycle 1, cycle 2 and cycle 3. In the first cycle, the plan of action was based on the students’ problems found during the teaching and learning process. Teacher made some lesson plan for first meeting then made the observation checklist to know their speaking activity through short drama. After that, teacher divided the students into pairs. The selections of the pairs are taken randomly and prepared the tool of documentation.

From the observation in cycle 1, it was found that the writer applied the short drama to help the students to get the ideas of speaking. But, the students are difficult to understand the dialogue especially how to pronounce it. In other words the students are difficult how to read the dialogue well. So, the writer concerned to make the students’ understand in using the short drama in improving the students speaking ability. The writer started to focus on how the students found the ideas and they must focus on what the activities were done.

In this stage, the researcher reflected what had been done in this cycle. Based on the observation field note, the students’ ability in speaking was still poor. The first cycle was not satisfying and still needed much effort to gain the goal of the short drama applied. The result of the first cycle is 5.2 point, that is under of KKM is 70.0 point. It meant that the second cycle should be conducted. So, in next cycle the writer had to give more detail explanation about short drama. The writer should re-explain about short drama briefly and clearly in the next cycle. The writer also had to monitor all the students during the teaching and learning process in the classroom. The writer also had to provide short drama which could motivate the students in speaking ability.
Since the writer conducted the second cycle of this research, it indicated that
the previous cycle was failure to improve the students’ speaking achievement or
lower than KKM is 70.

As a result of the observation, it was found that the students get better
improvement from the previous cycle. In this action, the writer tried to explore the
students’ vocabulary mastery on short drama there was given. As a result, some
students can guess the words such as nouns and verbs in the sentences but some
students were still confused to differentiate the words. Second, the writers
elaborate the students’ vocabulary and practice it to pronounce. Based on the
result of observation, the students could start speaking and pronounce their
vocabulary, and the speaking activity more appropriate than the previous with
similar activity. Third, confirming the students whether they have understood the
activity or not. Since the activities have been completely done, the writer then
should confirm the students whether the explanation was clear or not. In this
cycle, some students did not show their confusing on the explanation but some
students still confuse.

In this stage, the researcher reflected what had been done in this cycle.
Based on the observation field note, the students’ ability in speaking was still
poor. The second cycle was not satisfying and still needed much effort to gain the
goal of the media short drama applied. The result of the second cycle is 6.2 point,
that is under of KKM is 70.0 point. It meant that the third cycle should be
conducted. So, in next cycle the writer had to give more detail explanation about
short drama. The writer should re-explain about short drama briefly, clearly and
more detail especially in pronunciation for the next cycle. The writer also had to
monitor all the students during the teaching and learning process in the classroom.
The writer also had to provide short drama which could motivate the students in
speaking ability.

Since the writer conducted the second cycle of this research, it indicated that
the previous cycle was failure to improve the students’ speaking achievement or
lower than KKM is 70.

As a result of the observation, it was found that the students must better
improvement from the previous cycle. In this action, the writer tried to explore the
students’ vocabulary mastery on short drama there was given. As a result, some
students are able to guess the words such as nouns and verbs in the sentences.
Second, the writers elaborate the students’ vocabulary and practice it to pronounce
orally. Based on the result of observation, the students could start speaking and
pronounce their vocabulary, and the speaking activity more appropriate than the
previous. Third, the writer confirm that the students get clear explanation and did
not show their confused on the explanation.

In this stage, the researcher reflected what had been done in this cycle.
Based on the observation field note, it conclude that the students ability in
speaking is better than previous. It found that the third cycle was satisfied and the
goal of using the media short drama applied. The result of the third cycle is 7.1
point, that is higher of KKM is 70.0 point. It meant that the third cycle was
successful.
In CAR, the strategy that was applied in teaching process should be applicable and easy to understand by the students. Short drama is one of the media that related to the vocabulary development in speaking practice. In relation to results of this research, using short drama was good to improve the students’ speaking ability.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the previous chapter, the conclusions of this research are drawn in the following paragraph. In teaching speaking the teacher must be able to attract the students’ attention, so that the students can learn speaking more easily. One of the problems of the students that do not have self confidence could be overcome by applying drama. Drama motivated the students to be confident to speak because in drama, the students were not working alone. They worked as a team that help encouraged and motivated each other. And drama can make the students more active in the classroom, especially to encourage the students speaking ability.

Suggestions

Based on the result of the research, the writer made some suggestions to the following paragraph. The teacher should consider in using interesting material. Since many students were less self confident and nervous when they has perform drama in the first and the second cycle therefore, the teacher needs to encourage the students to be confident to perform drama by creating more enjoy situation in the classroom. The teacher should give the clear explanation about the drama script to make sure that all of the students know and understand the script. The teacher should give clear explanation about the aspects of scored, so the students understand the aspects of scoring and they can prepare the performance well.

REFERENCES


