

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH ONE ACT DRAMA

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Abstract

The aim of the study to find out whether or not it is effective to use one act drama in improving speaking ability to the eighth grade students of junior high school 44 of Palembang. The method used in this study was experimental method. The population of the study was all the eighth grade students of junior high school 44 of Palembang consisted of 290 students. The number of sample was 74 students taken by using purposive sampling and divided into two groups namely, control and experimental. The data of test was analyzed by using t-test. The result of the study indicated that the mean of posttest in the experimental group was 69.86, and the mean of posttest in the control group was 68.33. t-obtained was 2.052 at the significance level of $p > 0.05$ (5%) in 2-tailed testing and degree of freedom (df) was 72, and critical value of t-table was 1.990. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that improving students' speaking ability through one act drama was effective.

Keywords: *improving, speaking ability, one act drama*

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Introduction

Speaking is a crucial part in language learning. It needs the speakers to produce the target language in spoken form. According to Spratt (2005, p. 34), speaking is a productive speaking, like writing, it involves using the organ of speech to express meaning to the other people. In addition, According to Thornbury (2005), speaking is a skill, an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning success will be as interesting as possible to be conducted in each classroom in order to make interested in learning the other aspects of language. Therefore, speaking is one of the important skills that should be mastered by the students. By having this skill, they are able to perform their competence in English. For example, the students can share their

knowledge, value, attitude to the others through oral speaking.

In learning speaking English, there are some aspects, namely: pronunciation, grammar, vocabulary, fluency and comprehension. Here, speaking is a crucial part of second language learning and teaching. In fact, when the students are asked to speak, they still make some error and mistakes. The most common phobia that faced by the students of the junior high school is gloss phobia, when they are asked to speak or present their material in front of the class, they are still afraid of speaking up. It happens because the speaking system in English is different from Indonesia and also the teacher still uses monotonous and inappropriate teaching techniques.

Based on the researcher's observation at SMP Negeri 44 of Palembang, the researcher found out some problems related to the teaching and learning activities in the school. Those problems were: 1) the students

had low speaking ability; 2) the students had low motivation in learning English; and 3) the teacher still used monotonous and inappropriate teaching techniques. Some reasons mentioned above, the writer tried to implement the use an attractive technique in teaching speaking through one act drama. Drama is a specific action to make the learning process more active, communicative, and contextual. According to Prochazka (2009, p.7), drama is a pedagogy that reaches students of multiple intelligences and different learning styles. It is a multi-sensory mode of learning that engage mind, body, senses, and emotions to create personal connection to the real world and help to improve comprehension. The use of drama technique and activities in the classroom also provide exciting opportunities for foreign language learners to use the language in concrete situation. With drama, the students can play, move, act, and learn at the same time. Drama activities help them to communicate in the foreign language including those with limited vocabulary. One act drama is a technique play to do something or to perform actions, and it is a play consisting entirely of one act, which is played in the classroom activity by doing gesture, mimic, etc. Each group consists of three to four students. Here, the teacher creates a situation in order to make them speak.

Based on the background above, the researcher would like to do the research on the technique that applied to the eighth grade students of Junior high school 44 of Palembang.

The problem of this study was formulated as follows, “Is it effective to use one act Drama in improving the students’ speaking ability to the eighth grade students of the State Junior High School 44 of Palembang. Furthermore, the objective of the study was to find out whether or not it is effective to use one

act drama in improving the students’ speaking ability to the eighth grade students of the State Junior High School 44 of Palembang.

Literature Review Speaking

According to Brown (2001, p. 276), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meanings are depending on the context in which it occurs. In addition, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts). We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Speaking is a skill used by someone in daily life communication whether at school or outside. Speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching and learning methodologies.

Drama

Abraham (1998, p.45) states that “Drama is the literacy design for performance in the theater, in which actors take the roles of the characters, performed the indicated action, and utter the written dialogue”.

In other word, drama provides us a universal picture of the natural of man

and social man, good man and evil man. Drama is a kind of literacy work which tells a story which is performed by some actors, and using the dialogue. Drama consists of actor, dialogue or sequent of conversation of what actors says, scene, playwright or the writer of script and stage. The element that can be influenced the drama are action, music, costumes, mimic, gesture, lighting, voice, and blocking or stage movement and stage grouping.

One Act Drama

According to Hornby (1995, p.12), act is to do something, to perform actions. In other words, act similar with play). In addition, Nofel cited in Helen (2000) claims that drama technique is one of attractive alternative teaching language and it can improve students speaking skill, so One Act Drama is a technique play to do something or to perform actions, and it is a play consisting entirely of one act which is played in the classroom activity by doing gesture, mimic, etc. Each playgroup is composed of three to four students.

The Procedures of Teaching and Learning Speaking through act drama technique

One act drama to be demonstrated based on the dialogue created by the students after given the instruction, the teacher creates and improves the procedures which are appropriate with his own class. The procedures as follows :

1. First, the teacher guides and gives expressions of giving, accepting, or refusing for personal invitation as the example to make one act drama.
2. The teacher divides the class into groups, each group consists of 3-4 students.
3. If necessary get students to give sentences or questions for each one from their groups

4. The teacher asks the students to make drama but just one act and give them time to practice it in their chairs before they act it out in front of the class.
5. The teacher set the time limit for the act out. For this practice to act out drama the teacher limits the time 20 to 30 minutes.
6. The teacher walks around correcting and checking.
7. The teacher calls one by one the groups in front of the class to perform their drama for 8 minutes.
8. Finally, the teacher gives the score.

The Advantages of One Act Drama

The advantages of teaching speaking through one act drama as follows:

1. The students are more interested and more active in learning speaking. In this case the students feel that in learning English they very will get something fun, beside they can create their ability in speaking.
2. It helps the students build strong confidence and motivation in learning speaking, the students are forced to speak English even though only a little and with being forced they use to speak English.
3. The students like action to express their ideas and with learning by doing students more understand what did they learn.
4. The students are not bored in learning and their background in learning experience and help them prepare for higher level education.
5. The students will have an opportunity to speak in front of the class, while they speak or to do one act drama, they will open their mouth to speak English.

Disadvantages of using one act drama in teaching and learning speaking:

1. Needs more times for students to practice during the process of teaching and learning activities and

to finish this lesson.

2. The sounds during the students doing in teaching learning process can disturb another class to study.

Methodology

The method of carrying out this research is experimental method. The type of the experimental method is quasi experimental. According to Cresswell (2005, p.297), quasi experimental included assignment but not random assignment of participants to groups.

This research that used was experimental study in which the experimental class and control class were conducted by the researcher. In this research, the one act drama technique was taught to the students in experimental class, while control class taught by using conventional technique. This research used pre-test and post-test non equivalent-control group design. The formula of this design is as follows:

Table 1. The Pretest-Posttest Nonequivalent-Group Design

Pre-Test	Treatment	Post-test
O1	X	O2
O3		O4

Where :

- Q1 : Pretest in experimental group
 Q2 : Posttest in experimental group
 Q3 : pretest in control group
 Q4 : posttest in control group
 X : treatment

Population of the study

According to Arikunto (2010, p 173), population is all the subject or elements or component of the research. The population of this research was all the eighth grade students of the state junior high school 44 of Palembang. There were 290 students that consisted of eight classes.

Sample of the Study

A sample is a group in a research study on which information is obtained.

Purposive sampling used in this study as the technique in choosing the sample. Purposive sampling refers to as judgmental sampling that selects particular element from the population that was representative to address the purpose of the research (Fraenkel and Wallen, 1990, p.75). There were some reasons in choosing the sample; (1) the students have never learned English through One Act Drama, (2) in speaking ability, the students often find difficulties, 3) the classes had same teacher in learning English, (4) and the classes had same total number of students. There were two classes which had those characteristics. In this study, the sample was 74 students which were divided into two groups; control and experimental groups. Finally, the writer decided that class VIII.2 as experimental group, and class VIII.4 as control group. See Table 2.

Table 2. Sample of the Study

No.	Group	Class	Number of Students
1.	Experimental Group	VIII.2	37
2.	Control Group	VIII.4	37
TOTAL			74

Technique for Collecting the Data

To collect the data for this study, the oral test was used. A test was any procedure for measuring ability, knowledge or performance. Pretest and posttest were used in this study. The pretest was given to the students before the researcher gave the treatment for the knowing students' speaking skill, while posttest was given after treatment to find the effectiveness of the treatment used.

Techniques for Analyzing Data

In analyzing the data, there were two steps that are scored by the researcher, namely: (1) individual scores, and (2) t-test. The students'

speaking score in term of five elements: pronunciation, fluency, grammar, comprehension, and vocabulary. Next, to know the significant difference between students' achievement in pretest and posttest, pair sample t-test was used, while to know the comparison students'

posttest in control and experimental group, independent sample t-test was used.

Results and Discussion

Table 3. The Result of Pre-Test and Post-Test scores in Experimental Group

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	4.389	3.254	.542	-5.490	-3.288	8.093	35	.000

There was a significant difference between pre-test and post-test scores of the students in experimental group. It was evident that sig 0.000 is less than α

= 0.05. Based on pre-test and post-test scores of the students, the average score in the post- test was higher than pre-test.

Table 4. The Result of Pre-Test and Post-Test scores in Control Group

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretests - posttest	-4.528	5.213	.869	-6.291	-2.764	-5.212	35	.000

There was a significant difference between pre-test and post-test scores of the students in control group. It was evident than sig 0.000 is less than α = 0.05. Based on pre-test and post-test

scores of the students, the average score in the post- test was higher than pre-test.

Comparison between Experimental and Control Groups

Table 5. The Result of Comparison Posttest score In Experimental and control groups
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.022	.882	2.052	70	.296	2.861	2.720	-2.563	8.286
	Equal variances not assumed			2.052	69.691	.296	2.861	2.720	-2.564	8.286

Table 5 showed that t -obtained was 2.052 at the significance level of $p > 0.05$ (5%) in 2-tailed testing degree of freedom (df), if N in experimental group + N in control group - 2 = df, so $37+37 - 2 = 72$, and the critical value of t -table was 1.990. Since the value of t -obtained was higher than the critical value of t -table, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was a significant difference in speaking ability through one act drama to the students, so improving the students speaking ability through one act drama was effective.

Discussion

Based on the analysis above, it could be seen the value of experimental group was higher than control group. The statistical differences showed that t -obtained was 2.052 at the significance level of $p > 0.05$ (5%) in 2-tailed testing and degree of freedom (df) was 72, and critical value of t -table was 1.990. Since the value of t -obtained was higher than the critical value of t -table, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was

accepted. Based on the result above, the null hypothesis was rejected because t -obtained was higher than its critical value consequently the alternative hypothesis was accepted. It meant that improving the students speaking ability through one act drama strategy was effective.

Conclusion

From the result of data analysis, there are some conclusions drawn in this study. First, improving students' speaking ability through one act drama strategy could make students active in process of learning. Second, the analysis of the data showed that there was a significant difference between the students' mean score in the pre-test and post-test of experimental group and control group. The result of posttest score in experimental group was higher than posttest score in control. It means that improving students' speaking ability through one act drama was effective to the eighth grade students of the state Junior High School 44 of Palembang.

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