Improving Students’ Speaking Ability through Drama For Students Grade XII SMA Santo Thomas Yogyakarta

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Abstract

Between 250-300 words; must focus on: aims of the study, methods, findings, conclusions, and implications. This study discusses the technique to improve students’ ability in speaking English especially for the students of twelfth grade and the students’ respond to the drama technique in teaching speaking. The researcher focuses on the method to improve the speaking ability. The study has two questions as stated in the problem formulation: 1.) How is the use of drama in teaching learning process of speaking at the XII grade of SMA Santo Thomas Yogyakarta? 2.) How were the students’ responses to the application of drama in teaching speaking at the XII grade of SMA Santo Thomas Yogyakarta?

This study belonged to classroom action research as a methodology in teaching learning process of speaking. The research involved collaboration and cooperative in learning teaching process of English. Classroom action research occurs through a dynamic and complementary process which was consisting of five essentials moment; reconnaissance, planning, implementation, observation, and reflection. This research consisted of two cycles and each cycle has planning, implementation, observation, and reflection as the research procedure. In each cycle’s researcher using drama technique to deliver the subject of the lesson.

The findings of this research showed the improvement in many aspects in teaching learning process of speaking by comparing before and after using drama technique. It indicated that the teaching learning process was successful, both the researcher and the students gained the objectives of teaching and learning process. Based on the result of the research, it showed that drama technique could be applied to improve teaching learning process of speaking for students.

Keywords: classroom action research; drama; speaking
Background

Mastering English will be much needed in this time, because now English will become forces of the world. English is even primarily taught at kindergarten level as a local content subject. The objective of English teaching learning process is to make student be able to use English to communicate in both oral and written form, it is hoped that mastering English will help them to help themselves in further study or working world.

There are some techniques which popular enough, among them are retelling story, dialogue, debates, drama, etc. The appropriate technique to teach your pupil is by using the one which still has relation to their world. In this case, teachers were supposed to be creative in developing their teachings learning process. In teaching and learning a language, it needed to be contextualized. By contextualizing, the process would be more meaningful and learners would get appropriate situation based on the condition.

Contextualizing and stimuli in speaking may come from mimicking and the form of technique which gives students an almost exact example of daily life in where they will use English is in the form of drama. Drama is one of the techniques in language teaching and learning which is often used in speaking. The main objective in using drama in teaching speaking is to train students to use language elements and non-linguistic forms (facial expressions, hand gestures, head and etc.) in something of language interaction or actions.

Based on the identification above, there are many problems in teaching English; including teaching speaking of English, therefore the researcher limited the study only on improving the teaching learning process of speaking English through drama for the students. The subject of the research was the XII grade of SMA St Thomas Yogyakarta. The researcher made formulation of this problem as follows, how is the use of drama in teaching learning process of speaking at the XII grade of SMA St Thomas Yogyakarta? And how were the students’ responses to the application the drama in teaching speaking at the XII grade of SMA St Thomas Yogyakarta?

Literature Review

Language Teaching and Learning

According to Brown (2000: 7), teaching can be defined as showing or helping to learn how to do something, giving instruction, guiding the study of something, providing with knowledge and causing to know or understand. To help learning steps language that is taught in school, therefore the English language teaching and learning aims to make the learners being able to learn and acquire it easily.

Speaking is one of skills that must be mastered in learning language because speaking handling important factor in communication of the four skills. It needs a lot of practice to be able to speak fluently in a foreign language. So, fluent speakers have to learn not only the language but also what the appropriate things to be said in certain situation. It is a challenging process to master all sub skills.
Teaching Speaking through Drama

The conventional English class hardly gives the students an opportunity to use language and develop fluency in it, and this is because students lack the adequate exposure to speak English outside the class. The absence of exposure and ‘affective space’, a physical space in which students engaged emotionally with the thrill, tension or straightforward enjoyment of a developing story (Winston, 2012); creates anxiety to students’ learning process.

Drama is one of the techniques teaching learning of language. Drama can be implemented in the classroom to teach language especially in teaching speaking, because people can get dialogue and conversation in drama. Teaching and learning speaking need more practice. Using drama to teach speaking in teaching learning process results in real speaking or communication, reduce the lack exposure of communication with the target language, involving ideas; emotions, feelings, appropriateness and adaptability.

Methodology

Research Type

This study included classroom action research as a methodology in teaching learning process of speaking through drama to student of XII grade. It tried to improve aspect of teaching (Harmer, 2001: 344). Classroom action research implemented to improve the quality of learning in the classroom with a teacher in the classroom so that learning is improved. This study also included descriptive studies, for describing how a learning technique was applied and how the desired results could be achieved.

Classroom action research had the following characteristics; there is a problem in the classroom caused by awareness of teachers that the practice has been done in the class has a problem that needs to be resolved.

Research Procedure

This research is conducted through some steps. Kemmis and Taggart in Burns (1999:34) stated that action research occurs through a dynamic and complementary process which was consisting of five essentials moment; reconnaissance, planning, implementation, observation, and reflection.

Reconnaissance is a situation activity to check on the condition and situation of the research object before the action was carried out. In this step the researcher found a problem and collected the data. The researcher interviewed to the English teacher to find the problems that were had by students in teaching learning process of speaking. After the researcher found the problems, the researcher analyzed the fact that would be used in the next step. After gathering information and deciding the thematic concern during the reconnaissance, the researcher and the English teacher planned some action to be implemented in the teaching and learning process.

In implementing the researcher carried out the lesson plans. In this research, the researcher used drama in teaching leaning process of speaking.

The drama would be implemented in classroom of speaking learning process. The researcher implemented the drama in the class and the teacher monitored the activity. After that, the researcher and the teacher evaluated the result together.
Observation is a step where the researcher observed the effect of the critically informed action in the context in which it occurs. The researcher observed all activities happening in the classroom and made notes related to the process of teaching and learning. The researcher did observation during teaching and learning process. Then followed by reflection; reflection is the evaluation done by the collaborator or other research member. The reflections had to be carried out collaboratively by discussing the success of the actions as well as happen in the classroom during the action. If the action was not successful, it should be changed with the more suitable one.

**Data Collecting Techniques**

The techniques of collecting data which were used were observation, interview, making field notes, and audio recording. In doing observation data was collected rely on participant or non participant observed to produce the data whether structured observation schedule, or from other method. The interview is a conversation meant to obtain reasons Moleong (2007: 186); therefore it is one of the data collecting techniques which is done orally and face to face both interviewer and interviewee. In this research, researcher conducted two interviews. Interview was conducted before and after the research done. The researcher gave some questions about teaching learning process of English for the students and teacher.

The test was given by the researcher during action in the classroom. The researcher and the English teacher were collaborative to give the students’ oral test; the researcher got the value of the students from the teacher. The researcher compared the score on pre-test, cycle 1 and cycle 2 to know the students’ ability in English learning. There were several steps giving test in this research, as follows: the researcher made the question for the test, the researcher and the teacher collaboratively conducted teaching and learning process by applying teaching speaking of English using drama, the researcher and the teacher collaboratively gave the students’ test and the researcher and the teacher collaboratively gave the students’ score.

**Data Analysis Techniques**

The researcher used the qualitative and quantitative data to support this research. The researcher also uses descriptive analysis and inferential analysis to analyze data. During the process of action research, the researcher uses instrument in this research. This research uses descriptive analysis. What follows were steps in analyzing the data based on Miles and Huberman (1984: 170).

Analyzing the result of observation and interview data, the researcher uses the descriptive analysis data. Observation was conducted to know the situation and improvement during the teaching learning process. It was obtained the qualitative data. Observation was done during the teaching learning process and implementation of the method. Observation was done in every meeting. In this research, the observer was the teacher; he observed the activity of the students during teaching learning process. The observer did observation by fill the observation guidelines. In this research the researcher also did the interview. Interview was conducted to compare situation before and after using the drama technique in the teaching learning process of speaking.
Findings and Discussion

Fact Finding (Reconnaissance Process)

Result of interview

The English teacher explained many of the students had lack ability in speaking because many students have less confidence in choosing the vocabulary, and as result they switched to Bahasa Indonesia or asked their friend’s opinion, they were afraid to speak although they had some ideas.

According to English teacher, he had methods to teach, but that were not enough. Many students felt bored when the teacher taught with the similar method. Besides, many students were less motivated to learn English because the student’s engage in learning are less noted. Based on the interview the researcher concluded that almost the entire student liked the game, media and varieties techniques in learning English.

Result of Observation

The students had less practice in speaking English and sometimes they felt bored if the teacher thought using the some methods and media. Some of them had less motivation, enthusiasm, interest and activeness in the classroom during teaching learning process. Actually the method used by the teacher was organized, but it was not enough to gain more enthusiasm and interest in teaching learning process.

Less students’ interest to speak English was mainly caused by less practice in speaking English and students’ intrinsic motivation. The student felt that English was the language that difficult to learn which was shown by the frequency of using Bahasa Indonesia. That was why the students hesitated to make progress in their study. They gave less positive responds during teaching learning process. They were afraid to made mistakes although they have some ideas.

Result of Pre-test

After having analyzed the student achievements, it was found the high score was 18 and the lowest score was 8. Mostly the score of the students’ achievement before action was in low category. There were few students who belong very well, 2 students or 7% students who belonged well, there are 2 students who belonged to average, there were 23 students or 79 students who belonged low and there were 2 students or 7% students who belonged to very low score.

The Improvement of Teaching Learning Process of Speaking

Cycle 1

On the planning phases, the researcher prepared the lesson plan and the material to teach in the classroom. Based on the result of the pre-test, many of the students was still in average level in speaking English. In the meeting of cycle 1 the researcher focused on students’ motivation and interest to learn English and to build students’ confidence to speak English. The researcher used the simple conversation to implement drama technique in the first meeting. The researcher hoped that through drama technique, it could improve student’s motivation and interest in the teaching learning process of speaking.
In the implementation of action in the first cycle, the meeting’s topic was short functional text “Advertisement”. On this meeting researcher conducted classroom lessons according to the plan prepared. The researcher firstly focused on students’ motivation and interest to learn speaking English. In this research, the teacher as the observer, while the researcher who taught in the classroom. Researcher started the lesson by conditioning class, checked student attendant and discuss few subjects that have been learned at a previous meeting. Before explaining the material in this meeting, the teacher asked some of student about the “Advertisement”.

The researcher presented about the advertisement and language used in advertisement, then researcher was given the example about “Advertisement” conversation for the students. In this meeting the researcher implemented drama technique to deliver this material. The researcher asked some of student to act the conversation of advertisement in front of the classroom.

After some student acted it out in front of the classroom, the researcher asked the students whether there was any question or not about advertisement. As there was no question anymore, the researcher divided them into nine groups. 7 groups consisted of 3 students and 2 groups consisted of 4 students. The students chose personally some of friends to be a group.

After dividing the group, the researcher asked to the students to make conversation about the advertisement, there are three actors in this conversation, 2 actors were as the customers and 1 actor as the announcer. When the student made the conversation, the researcher and English teacher checked the students’ work. There were many groups made mistake in sentences, because some of them felt confused in grammar and limited vocabulary.

The researcher gave the chance to the students who became volunteer performers in front of the classroom first. It meant to improve the students’ confidence. There was one group that became a volunteer to perform in front of the class. After the first perform, there was no another group to perform in front of the class, so the researcher chose the next group to perform in front of the class.

On the first cycle, the students’ motivation had been improved and some of the students indicated interest in teaching learning process of speaking. It could be seen from the activeness of the students during join in teaching learning process. Some of the students gave the questions for the researcher. The students also gave attention when the researcher explained the material, as following:
Teacher: Thank you Etron, hmm may be next.. Jati..can you help us? What did we learn yesterday?

Jati: We..learn promotion and iklan..ah anu! Advertisement bu.

Teacher: Okay great! Advertisement, promotion, good. Wawan, what is the purpose..tujuan ... of an advertisement?

Wawan: untuk ...to promote...and..and..memberitahu..announce

Teacher: Great! Tujuan dari iklan is promoting and announcing.

Wawan: Lalu, what makes advertisement interesting...nice..good? You?

Teacher: Yes there are picture and what else … apalagi yang menarik di iklan?

Petra: Karena bergambar bu…picture

Teacher: Yes there are picture and what else … what is the difference between the two?

Yoga: Sound...animation..

Figure 1. Some of the students the questions for the researcher

In the first cycle mostly the score of the students’ achievement before action was in low category. There were 2 students who belong very well or 7% students, there was 2 Student or 7% got the score well. 9 students or 31% got average score and there are 16 students who belonged low and there were no the students who belonged very low score.

Cycle 2

Then, on the second meeting in cycle 2, the researcher focused on students’ practice to speak English and improving the student’s enthusiasm to join in learning speaking. Based on the result on cycle 1, it could be conclude that there was improvement teaching learning process of speaking. In cycle 1, the researcher still had many problems in teaching learning process of speaking. In this cycle the researcher focused on students’ enthusiasm in learning speaking English. In the cycle 2, the researcher used the conversation between customer and seller. The conceptual in cycle 2 was like on cycle 1, there were 3 student acted to be the customer and seller. In this cycle, it was expected that the students could be more confident to practice English.

After practice the conversation in front of the class, the students were asked to make a conversation about advertisement with their own language. During working in the group, the researcher and English teacher checked the students’ work. Every group had practice the drama in front of the class. During students practice the drama, the researcher had correction the grammar, pronunciation and fluency the student in English. Besides, the researcher gave comment to perform every group, as following:
Yustus: My group bu, ada Jolins, Juan dan Luter.
Teacher: Yes.. you may begin.
Naftalis: So what we do in holiday?
Juan: I am boring, no fun, no play out...it rain
Luter: You want to play?
Juan: Yes..yes..
Luter: Just download AOV in your handphone
Naftalis: Wow it fun, we fight the warrior
Yustus: Download AOV on your phone and get the prize. AOV is available in google play store, get it now.
Teacher: Yes...thank you, ada sedikit perbaikan ya, tadi bukan I am boring but I am bored, then it fun seharusnya it’s fun and it’s raining.
Ok very nice. I love when Yustus said: get it now...itu kata-kata yang mengajak orang untuk segera membeli produk. Yes the next group?

Figure 2. Grammar feedback from the researcher

From the result of the test on cycle 2, the researcher found the high score 24 and the lowest score was 15. Mostly of the students belonged average score; there were 13 students or 45%. There were 4 students or 14% who belonged very well, 12 students belonged well and there were no students who belong low and very low.

On cycle 2, students’ enthusiasm could be seen. They had high motivation in learning English. It could be looked that students had enthusiasm to join in English class. They had more active in the classroom than in cycle 1, the students was looked happy in learning English. Many groups were become volunteers to perform the conversation in front of the class. They looked so confident to perform their drama in front of the class. Sometime the students gave the idea during teaching learning process. The students also were getting better fluency in speaking English. There were just some of the students who often nervous in speaking English.

Conclusion

The students’ response toward the teaching learning process of speaking through drama for twelfth grade of SMA Santo Thomas Yogyakarta was very good. It was supported by the increase the students score in speaking test from pre-test to post test. The student attitude was good enough. The student actively asked during teaching learning process. The active students were increased in the last meeting, all of them tried to active answered and actively asked. The students were more enthusiastic to response the researcher’s explanation and the task given. They showed the improvement in every meeting, every activity, and every explanation. They spent the time to practice and did the task.

The researcher would like to give some suggestions related to this research for those who are closely related to English teaching and learning. The researcher suggests to the teacher to use various technique which suitable for students in teaching learning process of speaking. It is hoped to make the student put more interest and joy in teaching learning process.
There is a point where the students of English Education Department in their apprentice time be able to learn to gain more psychological aspects of the pupil and to always ask themselves in the reflection part about their progress and what is left behind in the psychological aspect. The study has shown that drama technique work effectively for the class, therefore the English Education Department students are invited to implement then continue the study and see the further effect or bring out other technique, method and approach to get a better result.

The researcher hopes that other researcher can carry out further research in order to get the optimum result in this study because the researcher realizes that there are still many lack of result. This research needs to more improvement in some aspects such as larger number of students, variety of grades and variety of students’ background knowledge. The second advice is that researcher can try new technique and method to teach, especially to teach speaking which is more suitable for students than the researcher had done, in order to gain students’ interest in learning English.

References


