

Improving Students' Speaking Ability Through Drama Performance at the Eleventh Grade of SMA N 17 Medan

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Abstract

This study deals with the improving students' speaking ability through drama performance at the eleventh grade of SMA N 17 Medan. The main objective of this study is to describe the implementation of drama performance in teaching speaking. The sample of this study was 50 students in class XI IS-1. This study was conducted by using classroom action research. The research was conducted in two cycles, cycle I consisted of three meetings, and cycle II consisted of three meetings. The instruments for collecting the data were quantitative data (speaking test), and qualitative data (interview and observation sheet). Based on speaking scores in quantitative data, students' score improve continuously. Based on interview and observation sheet from qualitative data, it was found that the students were active, interested, and enthusiastic in speaking especially through drama performance. The result of the research showed that drama performance significantly improved students' achievement in speaking ability.

Key Words: Speaking, Speaking Ability, Drama Performance

1. Introduction

English is an important language in the world. Now, it is one of important subject in all school especially in Indonesia. But, not all students like to learn about English, because they thought English is very difficult, not interesting and unnecessary in their daily activities. Teaching English in Senior High School in Indonesia is one of the main focuses in English teaching.

In teaching English, there are four skills to be taught to be master the aspect of lessons. They are writing, reading, listening, and speaking. Its skill has different meaning but has the same purpose, which is increasing the creativity of language. All the skill are taught by teacher to the student. They are needed by students as the good skill to improve their knowledge in English.

Speaking is fundamental and instrument act. Speaker talk in order to have some effect in their listener. Communicating skill consist of the students listening, reading, writing and speaking. Speaking is one of the life skills that must be mastered by the students.

Harmer (2003:120) says communication with language is carried out through two basic human activities, namely speaking and listening. Thus, speaking is a basic skill which takes particular role to communicate to express the idea, feeling and desires in human activities.

By speaking with others, people are able to know what kind of situation is in the world. People know that language is a habit. Language is talk about habitual. So people must be able to speak English well because other people identify the English mastery with their ability in speaking English. Maxom (2009:123) states speaking is the most important skill in English language teaching to master in the school.

Through speaking the students express their feelings and desires to other. People who have ability in speaking will be better in receiving information. When the researcher did the field experience practice (PPL) in SMAN 17 Medan, it commonly happened that the students dominantly feel bored with English. The teacher just used monotonous of teaching speaking that the students unchallenged for studying. Based on the problems above, so the researcher really want to make to the students to be more active by doing Drama Performance.

Every student will take their each part of the story and act it as what the character of the story they take. Every moment that happen will fun. The researcher hope by the drama performance students more confident, fluent, smart and good in English. It makes the class become fun because of the drama especially in speaking skill.

Drama performance is the form and form proper to the stage. Performance is an inclusive term covering; performance genres such as music, dance, theatre. Forms of drama can be opera, pantomime and creative drama. The researcher will not restrict what will be chosen by the students associated with forms of drama to be shown.

Dramatic shapes especially around crisis and resolution, have provided models for the ways in which society behave, or perform; cultural performance such as rites and ceremony and individual social behaviour and then identity have been thought in terms of performance. Drama performance extremely refers to speaking. Both of them very closely related to each other. In this case drama performance is a dialogue. A dialogue is a literary technique in which researchers employ two or more characters to be engaged in conversation with each other.

In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a particular subject. The use of dialogues can be seen back in classical literature. Several other philosophers also used this technique for rhetorical and argumentative purposes. Generally, it makes a literary work enjoyable and lively. Dialogue is important to support the drama performance.

In this case the researcher hope that drama performance can improve students' english ability especially in speaking. In my experience when the researcher did PPL, many students did not care about english. They just look for me without understand what did the researcher mean, because they felt that english is not important to be learned.

When the researcher was gave practice to them, for example talk something in front of the class to do, they did many mistakes in pronunciation and they were not confident to said something. The pronunciation is so bad. Also the grammar. When the researcher asked them to do homework in white board, many mistakes in grammar.

A lot of grammar errors in the language. They just mastered a little vocabulary also. The fluency of students language in speaking was not too good. To say something, they was vey slow. So, appropriate on the problem, the researcher makes drama performance as tool to make a good changes in students in speaking ability.

The researcher wants to face the students with drama performance to remember and talk. Based on the explanation above, the research will be conducted under the title "Improving Students' Speaking Ability Through Drama Performance at Eleventh Grade of SMA N 17 Medan".

Speaking

Fulcher (2003:23) states that speaking is the verbal use of language to communicate with others. Speaking is make use of words by speaking. Speaking is fundamental of human communication. Speaking consists of producing systematic verbal utterances to convey meaning. Communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Hughes (2001:115) states that:

1. Speaking is fundamentally on interactive task.
2. Speaking happens under real time processing constrains.

3. Speaking is more fundamental linked to the individual who produce it than the written from it.

In other meaning, speaking is an interactive process in which an individual alternatively takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of contexts. It means that speaking is interaction between speakers with listener. Communication happen because of giving information.

The communication purpose for the speakers could be:

1. They want to say something.
2. They have some communicative purposes; speakers say something because they want something to happen as e result of what they say.
3. They select from their language store. Speakers have an inventive capacity to create new sentences.

To achieve this communicative purpose, they will select the language they think is appropriate for this purpose. There are two types of speaking, named monologue and dialogue. The term monologue, is the long speech by one person in a conversation.

In monologues, when a speaker uses spoken language, for any length of times, as in speeches, lectures, readings, new broadcasts, the listener must process long stretches of speech without interruption the stream of speech will go on whether or not listener comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and therefore relatively difficult to comprehend. Unplanned monologue exhibit more redundancy, but the presence of more performance variables and other hesitations can either help to hinder comprehension.

While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship and those for which the purpose in to convey propositional or factual information. According to the 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 puposes, since language learners will have to speak the target language in both transactional ang interactional settings.

Brown and Yule (1999:14) said 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.

Drama

According to the Aristotle (1949:8), drama as distinguished from a lyric, is not primarily a composition in the verbal medium: the words result as one might put it, from the underlying structure of incident character. Drama is a mode of fictional representation through dialogue and performance. It is one of literary genres, which is an imitation of some action.

Drama is also a type of a play written for theaters, televisions, radios, and films. In simple words, a drama is a composition in verse o prose presenting a story in pantomime or dialogue, containing conflict of characters, particularly the one who perform in front of the audiences on the stage.

Based on Helen Nicholson (2000:1) states that drama is combined thought, language and feeling in range of energetic and creative ways, although there are recognizable practices in drama which students might acquire, reading new understanding implies a creative and personal involvement with the work. Drama education, at its most inclusive invites students not only to engage with the dramatic narratives of others, but also to find ways to communicate their own ideas.

In drama, intellectual and emotional involvement with the narratives of others is integral to the learning, where in moral, political, and cultural values are open, temporarily and contingently, so renegotiation and interpretation.

Types of Drama

Toye (2008: 102) explained the types of drama. Let consider a few popular types of drama:

1. **Comedy:** Lighter in tone in ordinary researchers, and provide a happy conclusion. The intention of dramatists in comedies is to make their audience laugh. Hence, they use quaint circumstances, unusual characters and witty remarks.
2. **Tragedy:** Tragic drama uses darker theme such as disaster, pain, and death. Protagonist often have a tragic flaw, and a characteristic that leads them to their downfall.
3. **Farce:** Generally, a farce is a nonsensical genre of drama, which often overacts or engages slapstick humor.
4. **Melodrama:** An exaggerated drama, which is sensational and appeals directly to the senses of audience. Just like the farce, the characters are single dimension and simple, or may be stereotyped.
5. **Musical Drama:** In musical drama, the dramatists not only tell their story through acting and dialogue, nevertheless through dance as well as music. Often the story may be comedic, though it may also involve serious subjects.

2. Research Design

Reason and Bradbury (2002:78) states action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change. After six decades of action research development, many methods have evolved that adjust the balance to focus more on the actions taken or more on the research that results from the reflective understanding of the actions.

This study was Classroom Action Research, which conducted in two cycles: Cycle I and II. Action research is a type of research insider investigation by researchers, in their own area as a focus for their study. The process of action research was reflective, deliberate, and systematic. In the research, each cycle is done in four steps, namely planning, action, observation, and reflection. Cycle II was the improvement of Cycle I.

3. Data Analysis

The data gained is numeric and analyzed by using statistical computation. This data used to know the average of students' mark and students' mastery learning in order to know their achievement. After conducted the test, the researcher gave the score to the speaking test of the students. The researcher

elaborated the data analysis from the result of the achievement test. The researcher calculated the mean score of the achievement test.

The mean score will be calculated by using the following formula:

$$X = \frac{\Sigma x}{N} \times 100\%$$

Where:

X = class mean score

Σx =total score

N = the total number of students

Next, to know the development of the students' score who competent in speaking test in each cycle, the following formula is applied:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of student \geq KKM

R = number of students getting score \geq KKM

T = the total number of students

The Quantitative Data

Quantitative data is systematic inquiry with the goal in informing practice in a particular situation. Quantitative data is a way of instructor to discover what works best in their own classroom situation, thus allowing informed decisions about teaching.

In quantitative data, the researcher ask the students to perform the drama of Cinderella through Drama Performance. Based on the performance, it was found out the improvement of students' speaking ability. The grammar, vocabulary, pronunciation and fluency of the students more better than before.

They were interested in applied Drama Performance method in speaking. Besides that the performed of the students was so perfect and had a good respond from the other students, and the collaborator also gave a positive comment about the Drama Performance method taught by the researcher.

Table 4.1
The Students' Score from Pre-test, Cycle 1, and Cycle 2

No.	Students' Name	Initial	Pre-test	Cycle 1	Cycle 2	Score Improvement
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1	AAS	70	75	85	15
2	AAT	50	60	78	28
3	A	60	65	78	18
4	AG	60	70	80	20
5	AUP	60	70	83	23
6	AS	60	75	85	25
7	BKM	60	65	78	18
8	BC	60	75	85	25
9	BB	60	68	82	22
10	BJP	70	75	85	15
11	COS	60	75	80	20
12	DP	60	70	86	26
13	DTG	60	68	78	18
14	DS	67	78	88	21
15	EMS	60	60	75	15
16	EW	60	65	78	18
17	FD	60	70	85	25
18	FU	60	70	85	25
19	GE	60	70	88	28
20	GDE	60	78	83	23
21	HS	60	65	75	15
22	HHG	60	78	88	28
23	HAP	60	65	74	14
24	IWS	60	66	78	18
25	IS	80	85	92	12
26	IP	60	68	78	18
27	JPS	50	55	65	15
28	JC	60	78	86	26
29	JA	60	63	73	13
30	KT	50	60	72	22
31	KA	60	65	71	11
32	MA	60	80	92	22
33	MM	50	75	85	35
34	MA	80	80	95	15
35	MID	50	60	70	20
36	MM	87	90	95	8
37	MPS	60	70	80	20
38	NF	60	78	85	25
39	N	50	70	85	35
40	OP	60	68	75	15
41	R	60	65	75	15
42	RM	71	78	86	15
43	SN	60	70	80	20
44	SW	60	75	87	27
45	TE	83	86	91	8
46	TUK	60	75	85	25
47	TA	60	70	80	20
48	YRV	60	65	72	15
49	WA	60	70	85	25
50	YS	60	78	83	23
Total		3128	3553	4083	
Mean		62,56	71,06	81,66	

The improvement of students' speaking skill through drama performance can be also seen from the mean of the students' score was calculated by the following:

The researcher applied the following formula:

$$\bar{X} = \frac{\Sigma x}{N}$$

Where:

\bar{X} = class mean score

Σx = total score

N = the total number of students

The calculation of mean can be seen as follows:

1. The mean of Pre-test

$$\bar{X} = \frac{3128}{50} = 62,56$$

2. The mean of cycle 1:

$$\bar{X} = \frac{3553}{50} = 71,06$$

3. The mean of cycle 2:

$$\bar{X} = \frac{4083}{50} = 81,66$$

From the calculation above, it can be seen that mean of pre-test was 3128, the mean of cycle 1 was 3553, and the mean of cycle 2 was 4083.

The improvement can be also from percentage of the students mastery from pre-test, cycle 1 and cycle 2. The students can be considered successful to master the result if the get score up to 70.

Table 4.2
A comparison of the students' speaking competence score.

Name of Test	Lowest Score	Highest Score	Σx (the total score)	N(the total number of students)	X (the mean score)
Pre-test	50	90	3128	50	62,56

Cycle 1	55	90	3553	50	71,06
Cycle 2	70	95	4083	50	81,66

The indicator of successful achievement of students who were competent in speaking through drama performance, was calculated by applying the following formula.

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of student \geq KKM

R = number of students getting score \geq KKM

The calculation of the percentage can be seen as follows:

The percentage of students' mastery in pre-test

$$P = \frac{6}{50} \times 100\% = 12\%$$

The percentage of students' mastery of cycle 1

$$P = \frac{31}{50} \times 100\% = 62\%$$

The percentage of students' mastery of cycle 2

$$P = \frac{49}{50} \times 100\% = 98\%$$

Table 4.3
The Percentage of Students Who Got Score up to 70

Test	Students who got the point up to 70	Percentage (%)
Pre-test	6	12%
Cycle 1	31	62%
Cycle 2	49	98%

From the calculation it can be seen that the percentage of students' mastery in pre-test was 12%, the percentage of students' mastery in cycle 1 was 62%, and the percentage of students' mastery in cycle 2 was 98%.

In the pre-test: there were 6 students (12%) who got point up to 70. The highest score was 83, the lowest score was 50, and the mean was 62,56. In the cycle 1: there were 31 students (62%) who got point up to 70. The highest score was 90, the lowest score was 55, And the mean was 71,06. In the cycle 2: there were 49 students (98%) who got point up to 70. The highest score was 95, the lowest score was 70, and the mean was 81,66.

The researcher felt that the drama performances a method in teaching speaking was successful because drama performance was an interesting activity where students had a lot of opportunity to practice speaking. Students also had active involvement during they show the drama performance. So, the

researcher concluded that the drama performance was an appropriate method used in teaching speaking for Senior High School students.

4. Conclusion

After analyzing the data, the researcher found the students' score in pre-test 62,56, cycle I was 71,06, cycle II was 81,66. It means that students' score increased from the first cycle until the second cycle and there was an improvement on the students speaking skill by using drama performance method. The result showed that the mean of the second cycle was higher than the first cycle. In the first meeting there were students who felt afraid, nervous, not confident but all of the students had a good response to the researcher.

During the teaching learning process, all of the students paid attention and listened to the explanation of drama performance enthusiastic. After that, they gave the response by asked the question. The researcher and the students made a good situation in the class.

The students was interested and enjoy their activities in every meeting. The researcher told the students to memorize the script of drama named Cinderella in every meeting to show in the last meeting. At the end of meeting the student showed the drama performance perfectly. They were so confident and do the performed succesfully. So the goal of the study was done well. The students could speak up perfectly in front of the class.

Thus, Drama Performance could improve the students' speaking and motivate them to study English, so they could practice their English in their daily life by drama with friends in the class. Drama Performance help the students felt that English is fun and challenging the skill of the student's own.

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