

**THE EFFECT OF USING DRAMA PERFORMANCE ON SPEAKING
ABILITY OF ELEMENTARY LEVEL AT FOREIGN LANGUAGE
DEVELOPMENT INSTITUTE PP. NURUL JADID
IN THE 2015/2016 ACADEMIC YEARS**

THESIS

By

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ABSTRACT

Hardianto, Saleh Ach. July 2016. *The Effect of Using Drama Performance on Speaking Ability of Elementary Level at Foreign Language Development Institute Pp. Nurul Jadid in the 2015/2016 Academic Years*. Thesis, The English Language Education, Faculty of Teacher Training and Education Language and Art Education Department, Muhammadiyah University of Jember. Advisor: (1) Henri Fatkurochman, M. Hum. (2) Yeni Mardiyana Devanti, M.Pd

Keywords: Speaking Ability and Drama Performance.

Speaking skill is one of the fundamental component of language and it is very important, there must be some ways and solution to make teaching English especially speaking ability, through the available teaching model, in this case the researcher used drama performance as a model of teaching learning process to make it more various ways of teaching also make the student increasing their speaking ability. In this research, the problem "is there any effect of using drama performance on speaking ability at PP. Nurul Jadid in the 2015/2016 Academic Years.

The hypothesis of the research is There is significant effect of using drama performance on speaking ability at PP. Nurul Jadid in the 2015/2016 Academic Years. The kind of this research is experimental research, this research using the technique of cluster random sampling lottery and based on the result of the lottery, the two classes are elementary level male consist of 32 students and elementary level female consist of 30 students. The design of this research is pre-test and post test control group design. To collect the data, the researcher use test and because the validity of the test use content validity, the researcher do subjective test with concerning to curriculum and to count the data the researcher use the computations of the t by using SPSS program on the scores of the students speaking in role play, the value of t is 3.338 with probabilities 0.003. Then, the mean of experimental-control is 1.370 and standard deviation 2.113. the scores of the student speaking in role play showed that the probabilities are 0.003. it means that, the probabilities value was less than 0,05 level of significance. So in the other hand, null hypothesis (Ho) is rejected and the hypothesis alternative (Ha) is accepted.

ABSTRAK

Hardianto, Saleh Ach. Juli 2016. *Pengaruh dengan Menggunakan Drama Performa pada Kemampuan Berbicara untuk Tingkat Dasar di Lembaga Pengembangan Bahasa Asing PP. Nurul Jadid pada tahun 2015/2016 Tahun Akademik*. Skripsi, Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Dosen Pembimbing: (1) Henri Fatkurochman,SS,M,Hum, (2) Yeni Mardiyana Devanti M.Pd.

Kata kunci : kemampuan berbicara dan drama performa

Kemampuan berbicara merupakan salah satu komponen dasar dari bahasa dan itu sangat penting, harus ada beberapa cara dan solusi untuk membuat pengajaran bahasa Inggris terutama kemampuan berbicara, menurut Model mengajar yang tersedia, dalam hal ini peneliti menggunakan drama performa sebagai model pengajaran dalam proses belajar sebagai variasi mengajar dalam meningkatkan kemampuan siswa berbicara. Dalam penelitian ini, masalahnya "apakah ada efek dari menggunakan drama performa pada kemampuan berbicara di PP. Nurul Jadid pada tahun 2015/2016 Tahun Akademik.

Hipotesis dari penelitian ini adalah ada pengaruh yang signifikan dari menggunakan drama performa pada kemampuan berbicara di PP. Nurul Jadid pada tahun 2015/2016 Tahun Akademik. Jenis penelitian ini adalah penelitian eksperimental, penelitian ini menggunakan teknik cluster random sampling dan undian berdasarkan hasil undian, dua kelas yaitu tingkat dasar untuk kelas laki-laki terdiri dari 32 siswa dan tingkat dasar untuk kelas perempuan terdiri dari 30 siswa. Desain penelitian ini adalah pre-test dan post test control group design. Untuk mengumpulkan data, peneliti menggunakan tes dan karena tes validitas menggunakan isi validitas, peneliti melakukan tes subjektif yang menyesuaikan dengan kurikulum dan peneliti menghitung data dengan menggunakan perhitungan dari T yaitu menggunakan program SPSS dari skor dialog siswa dalam bermain peran, nilai T adalah 3,338 dengan probabilitas 0,003. Kemudian, mean eksperimental-kontrol 1,370 dan standar deviasi 2,113. nilai dari dialog dalam bermain peran yang menunjukkan bahwa probabilitas 0,003. Membuktikan bahwa, nilai probabilitas lebih dari 0,05 tingkat signifikansi. Jadi di sisi lain, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima.

1. INTRODUCTION

1.1 Background of the Research

In learning English, students are taught four language skills. Those are listening, speaking, reading, and writing. Those, students are asked to be able to listen, speak, read, and write English as the target language. Those four skills are taught to students of English as a Foreign Language (EFL) because all of those four skills are important in communication. Those four skills should be taught integrative with teaching skills. Teaching skills cover with how the teacher teaches the students during the learning process. Then, listening, speaking, reading, and writing as the language skills should be suitable with the genre or learning topic. Those aspects both of teaching skills and language skills should be used variously in order that those things can encourage the development of the students' interest.

There are two variations of the learning strategy frequently used of English teach at Foreign Language Development Institute PP. Nurul Jadid, they are lectures and discussions. Preliminary observation way have done of Foreign Language Development Institute PP. Nurul Jadid stated that, 80% of student learning out comes did not reach the KKM has been determined. Basically the students did not have a basic of foreign language when the time of entry into Foreign Language Development Institute PP. Nurul Jadid.

One of the basic problems in teaching foreign language is to prepare students to be able to use the target language of speaking skill. So that, teacher should be creative and try some alternative ways, for example performing drama that can give lots of chance to practice speaking for students.

Speaking ability becomes the main objective of language learning especially in senior high school in Indonesia. Students of senior high school are required to master speaking after graduating from their school in order to be able to communicate in English.

In drama, the script should replicate real discourse. The dialogue will be appropriate and entirely natural. The scripts involved stress, intonation and speed. In this case, students may prefer the “talk and listen” approach. They make the words of the playwright their own and the language they speak to take on personal conviction and authority.

Based on the background above, that contextual teaching and learning have been proven as an effective strategy in language teaching and learning. Therefore, in order to solve student’s problem in speaking ability, the writer conducted a classroom action research entitled: “The Effect of Using Drama Performance on Speaking Ability of Elementary Level at Foreign Language Development Institute Pp. Nurul Jadid” in the 2015/2016 Academic Years.

1.2 Problem of the Research

Based on the background of the research, the problem in this research is: “Is there any Effect of Using Drama Performance on Speaking Ability of Elementary Level at Foreign Language Development Institute Pp. Nurul Jadid” in the 2015/2016 Academic Years.

1.3 Objective of the Research

Based on the research problem above “The objective of this research is to know whether or not there is significant Effect of Using Drama Performance on Speaking Ability of Elementary Level at Foreign Language Development Institute Pp. Nurul Jadid” in the 2015/2016 Academic Years.

2. RESEARCH METHOD

Experimental research refers to the conceptual framework within which the experiment is conducted. It is the researcher’s plan for carrying out the experiment. Ary (2002:280), the design of this research is experimental with randomized subject, pretest-

posttest control group design. The subject (two classes) in the Randomized-Group Pretest-Posttest Design will be determined by researcher. After knowing the result of the test to determine the experimental group and control group.

Subject are assigned to the experimental and control group by random assignment are given pretest. Then the experimental group will get treatment by using drama performance in teaching speaking on speaking ability. but in other case, the control group giving usual activity. Then, both of the groups will be given the Post-test. The result was should be analyzed by using T-test formula. The design is as follow:

Randomized subject, pretest-posttest control group design.

	Group	pretest	independent variable	posttest
(R)	E	Y ₁	X	Y ₂
(R)	C	Y ₁	-	Y ₂

(Ary, 2002:203)

Note :

Y₁ : Pre-Test
 X : Treatment
 Y₂ : Post-Test

The procedures of the design are as follows:

1. Choose the subject of the research using cluster sampling.
2. Classify the subject into two groups namely the experimental group and control group.
3. Giving pre-test for both experimental and control group, and then counting the mean of each group.
4. Giving treatment for experimental and without treatment for control group.
5. Giving post-test for experimental and control group then count the mean of each group.

6. Count the difference of the pre-test result (Y_{1e}), and the post-test result (Y_{2e}) for each group, so $(Y_{2e}-Y_{1e})$ and $(Y_{2c}-Y_{1c})$.
7. Compare the difference between experimental and control group in order to determine whether the treatment (X) is interrelated with increase of the result of experimental group, so $(Y_{2e}-Y_{1e}) - (Y_{2c}-Y_{1c})$.
8. Use the T-test formula in order to determine whether the defiance of score of each group is significant.

3. THE RESULT OF THE RESEARCH

In this research, both experimental and control group were given pre-test and post-test. Nevertheless, treatment drama performance was given to experimental group only. The aim of this treatment was to find out the influence of the effect of using drama performance in teaching speaking on speaking ability.

In this research, both experimental and control group were given pre-test and post-test. Nevertheless, treatment drama performance was given to experimental group only. The aim of this treatment was to find out the influence of the effect of using drama performance in teaching speaking on speaking ability.

In this research, the researcher uses computer statistical analysis to analyze the data that collected by using SPSS program. The confidence interval that used in SPSS is 0.95 and the error level of significance is 0.05. to know whether or not the result of t-test is significant, the probabilities value is consulted to 0.05 level of significance. If probabilities value >0.05 level of significance, it means that the null hypothesis (H_0) is accepted and the hypothesis alternatif (H_a) is rejected. Then, if probabilities value < 0.05 level of significance, it means that the Null hypothesis (H_0) is rejected and the hypothesis alternatif (H_a) is accepted.

T-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 experiment- control	1.370	2.133	411	527	2.214	3.338	26	.003

Table I. The T-tes of Paired difference

The computations of the by using SPSS program on the scores of the students speaking in drama performance, the value of t is 3.338 with probabilities 0.003. Then, the mean of experimental-control is 1.370 and standard deviation 2.133.

From the computations, the scores of the students speaking in drama performance showed that the probabilities are 0.003. it means that, the probabilities value of the students speaking in drama performance was lower than 0.005 level of significance. In the other hand, the null hypothesis (Ho) is rejected and the hypothesis alternatif (Ha) is accepted.

4. DISCUSSION

The assumption in this research said that, there is significant Effect of Using Drama Performance on Speaking Ability of Elemantary Level at Foreign Language Development Institute Pp. Nurul Jadid” in the 2015/2016 Academic Years. That assumption needs to be proved and it has been already proved through this research.

From the result of the students speaking ability showed that the experimental group's post test score increase after the teacher give a treatment which used drama performance in teaching speaking then compared with the student's post score of control group. It means that the treatment that was given have significant Effect of Using Drama Performance on Speaking Ability of Elemantary Level at Foreign Language Development Institute Pp. Nurul Jadid" in the 2015/2016 Academic Years.

In other word, student who had given treatment by drama performance as English teaching methodology got better achievement in speaking ability than the student who did not get treatment. This meant that, the assumption in this research which is said that there is Effect of Using Drama Performance on Speaking Ability of Elemantary Level at Foreign Language Development Institute Pp. Nurul Jadid" in the 2015/2016 Academic Years.

From the result above, it could be concluded that using drama performance in teaching speaking have effect to the speaking ability of the students and using drama performance as model of teaching was an alternative way for the teacher to tech speaking and make teaching learning presses interesting and teach in real condition.

This is supported by (Di Pietro, 1987; Via,1976; Heathcote cited in Wagner, 1976; Mezirow, 1990; Schon, 1991; Donatoand McCormick, 1994; Lukinsky, 1990; Miccoli, 2003)Another way to teach speaking is highly regarded as effective and valuable teaching strategy in classroom as well as enhanging oral skill development

In control group, the students were passive, There was less involvement of the students in the teaching and learning process in speaking because student uninterested.

In discussion, those statements and situations were in line with the result of this research. That, using Drama Performance on Speaking Ability of Elemantary Level at Foreign Language Development Institute Pp. Nurul Jadid" in the 2015/2016 Academic Years.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

It can be concluded that there is significant effect of using drama performance on speaking ability at PP. Nurul Jadid in the 2015/2016 Academic Years.

5.2 Suggestion

Knowing the results that using drama performance have effect to the speaking ability of student in the classroom during the teaching learning process, some suggestions are given on the English teacher, the students and other researchers.

5.2.1 The English Teacher

The English teacher is suggested to use drama performance as teaching speaking of the student ability since it could attract students interest to learn English language especially in oral skill.

5.2.2 Students

The students are suggested to be actively participated in teaching learning process by using drama performance because it able make them more nicely study about English and also more increasing their speaking ability.

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