

*Improving The Seventh Year Students' Speaking Ability
By Using Educational Drama At SMP Islam Al-Mu'ien
Panti In The Academic Year Of 2016/2017.*

Andriyanto
1210231004

Faculty of Teacher Training and Education, English Department,
Muhammadiyah University of Jember.
Jl. Karimata No.49, Sumbersari, Kabupaten Jember, Jawa Timur 68121,

Advisors :1. DrTanzil huda, M.Pd

2.Taufik Hidayah, M.TESOL

Abstrak

Speaking is one of the most important skill in language learning and also in our life. Speaking needs to be applied well, because speaking is used to communicate. In fact, it is not easy for the teacher to teach speaking in English by using Educational drama to help the students in teaching learning process. Beside that with using Educational drama, students may be interested in using Educational drama or become more confiden, fluent and speaker.

The problem of this research is “How can the use of Improving the seventh year students' speaking ability by using Educational drama at SMP Islam Al-Mu'ien Panti in the academic year of 2016/2017? ”. The research objective is to find out how the used of Educational drama for the seventh year at SMP Islam Al-Mu'ien in the academic year of 2016/2017.

The action in cycle one was teaching speaking using Educational drama. The students answer the questions related the Educational drama. Next the students made descriptive text based on the Educational drama. The result of writing test in cycle one showed that from 29 students, 37,93% or 11 students got score ≤ 65 and 62,06% or 18 students scored ≥ 65 . Based on the result of speaking test in cycle 1, the target percentage of the research that was 75% of the students who got ≥ 65 has not been achieved. Therefore, it is necessary to continue the action into cycle 2 because less than 75% of the students could achieve the target score. In cycle two, using the Educational drama, the students made descriptive text to the class. The result of speaking test in cycle two, the target percentage of the research that was 75,87% of the students got ≥ 65 has been achieved. Therefore, it is not necessary to continue the action into next cycle because more than 75% of the students could achieve the target score.

Knowing the result of both cycles that there was better improved of a Educational drama in the students' speaking ability. This technique is useful to give a chance to the progress in teaching and learning process. The students were consequently able to improve their speaking ability.

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Introduction

Speaking is one of the most important skills in language learning and also in our life. When people are learning to speak a foreign language, for example, they still find difficulties in their speaking because they have to understand the pronunciation, and the meaning of the speaking activity itself. Speaking needs to be performed well, because speaking is used to communicate. It is very important for student to understand how to speak well as the students need more than just reading.

In fact, it is not easy for the EFL teacher to teach speaking in English. Not can more easy prepare before teaching and making the students more active in class. Teaching speaking means developing the learners' communication ability. The teacher should create an English communication during the classroom of the language teaching which actively involves the students. Language teaching and learning can only occur through a natural process daily habits when the students are involved actively in using the language for communication. It concerns the method or the techniques used in teaching English. In this case, the teacher must be able to set up a condusive situation that prevents students' boredom. Byrne (1986:1) suggests that teachers need to have a clear understanding and enrich their technique or method in teaching oral ability. After discussing with the English teacher of SMP Islam Al-Mu'ien Panti to get more information of the English teaching and the learning process in Seventh year, the researcher is interested in the problem that the teacher encountered in her teaching activities at SMP Islam Al-Mu'ien Panti. According to the teacher, Seventh year students of SMP Islam Al-Mu'ien Panti still had difficulties in speaking English, such as in pronunciation, They also did not enjoy the English lesson because they were unconfident to express their idea individually and afraid of making mistake. In relation to the reasons above, improving the students' speaking skill is one of the aims of the English learning. In this case, the teacher has to find the way to improve the students' language ability, especially, speaking, because speaking is important to learn.

There are many advantages of the English teaching technique through games to help the learners obtain speaking, for example the students will find different situation in the class. So it will break the monotonous. Using educational drama can make the students enjoy the English class activities especially in overcoming the problems of learning speaking.

According to that opinion, the use of educational drama can motivate the students in teaching learning process. It also makes the teaching learning process more lively and meaningful for students.

Based on the description above, this thesis is entitled “Improving the seventh year students’ speaking ability through educational drama at SMP Islam Al-Mu’ien Panti in the academic year of 2016/2017.

RESEARCH METHOD

-The Problem of The Research

How can the use of a educational drama improve the seventh year students’ speaking ability of SMP Islam Al-Mu’ien Panti in the academic year of 2016/2017?

- Purpose of The Research

The research objective is to find out how the use of educational drama for the seventh year SMP Islam Al-Mu’ien Panti in the academic year of 2016/2017.

Action Hypotesis

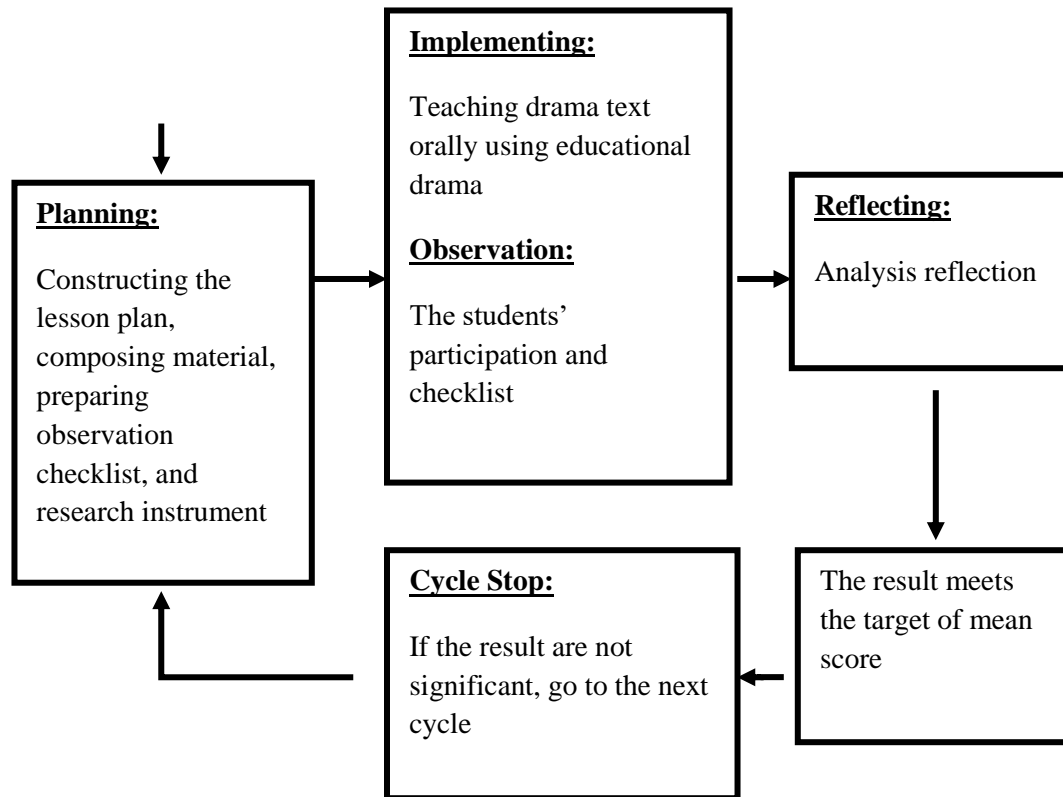
1. Based on the research problem and the relevant theory reviewed above, the hypotesis of the research is described as follows:
2. The use of educational drama can improve Speaking ability for the seventh year Students’ of SMP Islam Al-Mu’ien Panti in the academic year of 2016/2017.

Kind of Research

Based on the problem of the research, the kind of this research is classroom action research. Dealing with the action research, Elliot (1991:69) gives definition that an action research is the study of a situation with a view to improving quality of study. Carr and Kemmis (1986:79) say that the essence of action research is that it enables a reflective cyclic process to be brought to bear on the understanding of the problem at hand.

Furthermore, Arikunto (2006:90) confirms that action research is one of the strategies to solve problem that use real action in the form of innovative development process. In other words, a classroom action research is intended to solve problems in the classroom, such as problems encountered by the students or the teacher.

The Model of the Classroom Action Research



(Adapted from Lewin in Elliot, 1991:70)

Criteria of success

To measure the percentage of the students who achieve the target score, the researcher uses this formula in Ali in Puput .E (1993:186)

$$E = \frac{n}{N} \times 100 \%$$

Where

E = the percentage of the student who achieve the target.

n = the number of students achieve the minimum standard scores.

N = the total number of the students.

The criteria of success are used to know whether the implementation of the action achieves the target. The actions are regarded successful if more than 75% of students can achieve the minimum standard score requirement of target language that is 65. Meanwhile, if the requirement above can not be achieved in cycle I, the action will be continued at the next cycle.

THE RESULT OF THE RESEARCH

The Result of Speaking Test in Cycle 1

The speaking test in cycle 1 was conducted on 27th February 2017 to know how far the students improve in speaking ability after the implementation action using Educational drama. The test was administrated in the last meeting. The minimum score the students reached based on the target score requirement is 65. The result of speaking test in cycle 1.

The data in Appendix 27 show that from 29 students, 37,93% or 11 students got score ≤ 65 and 62,06% or 18 students scored ≥ 65 . Based on the result of speaking test in cycle 1, the target percentage of the research that was 75% of the students who got ≥ 65 has not been achieved. Therefore, it is necessary to continue the action into cycle 2 because less than 75% of the students could achieve the target score.

4.2.4 The Result of Speaking Test in Cycle 2

In cycle 2 the speaking test was 1 conducted on 09th February 2017. The result of speaking test in cycle 2.

The result data in Appendix 28 show that from 29 students, 20,68% or 6 students scored ≤ 65 and 75,87% or 22 students scored ≥ 65 . Based on the result of speaking test in cycle 2, the target percentage of the research that was 75% of the students got ≥ 65 has been achieved. Therefore, it is not necessary to continue the action into cycle 3 because more than 75% of the students could achieve the target score.

4.2.5 The Result of Reflecting in Cycle 1

The students speaking achievement by using Educational drama in cycle I was 62,06%. As mentioned before, the cycle of this research was considered to be successful if the mean score of the students speaking tests had reached 65 or more and it was achieved by at least 75% of the total students. It means that the target mean score requirement in this research had not been achieved yet in cycle 1.

4.2.6 The Result of Reflecting in Cycle 2

The mean score of the students speaking achievement by using Educational drama in cycle II was 75,87%.

As mentioned before, in cycle 1 was 62,06%. The cycle of this research was considered to be successful if the mean score of the students speaking tests had reached 65 or more and it was achieved by at least 75% of the total students. It means that the target mean score requirement in this research had been achieved.

In the all the beginning during the learning teaching process. Some students still do not pay attention to the teacher, classroom conditions often noisy especially on the back, also there are some student tell events outside the classroom, there are students who bustle around just borrow pencil or other to their friends, there are always students who permission to the toilet when teaching and learning process. Some students who do not concentration well in the teaching and learning process but, the students were seat in front more active than student seat in behind of class

Table: The Improvement of students speaking score and active participation in Each Cycle

Cycle	Active	Passive
Cycle I	58,61%	41,37%
Cycle II	81,3%	37,92%

DISCUSSION

The result of the speaking test in the first cycle showed that the mean score of the students' speaking ability was 65 and the percentage of students who got score ≥ 65 was 62,06 %. It means that the standard mean score and the percentage requirement of speaking subject and also the standard score requirement of process observation in the first cycle of this research had not been achieved. Because of that the researcher investigated the cause of this matter. In the first cycle 1) the students still got difficulties in the using Educational drama, 2) many students did not concentration well in the teaching and learning process, 3) the students who sat in front were more active than the students who sat in behind of class, 4) the teacher's low voice caused the students' noise. It seems this activity was not effective enough and needed to be reinforced by other activities. From this reason the researcher continued be actions to the next cycle. The result of the speaking test in the second cycle showed that the mean score of the students' speaking ability was 66,72% and the percentage of students who got score ≥ 65 was 75,87 %. Besides that, the process evaluation was carried out by applying observation in each cycle. It focused on the students' active and passive involvement in the teaching learning process of speaking ability. The result of observation showed that there were 58,61% of the students were active in the first cycle. While, in cycle 2 there were 75,85% of the students were active. The action in cycle 2 could improve the students' activeness to be involved in the teaching learning process of speaking ability. To solve the problem in the first cycle the teacher arranged an action plan to be applied in the second cycle and consists of:

- 1.The teacher explained again the use of Educational drama.
2. The teacher give the example such as of the theme of drama script.
3. Motivate the students should be more creative to practice playing the game by use Educational drama and giving information about the advantages of speaking ability.
4. The teacher changed the students' seat, male who sat in back in cycle 2 moved to the front of the class.

The action in cycle 2 could improve the students' activeness to be involved in the teaching learning process of speaking ability.

As it is noted by Wright et.al (1981:1) games help and encourage many learners to sustain their interested and work. Above all, the teaching of speaking ability by using Educational drama was interesting. That is why, the students were not bored and more confident to express their speech in front of class. Educational drama helped them to plan on their mind before speak in font of the class, focus and feel free on the speaking activity. It proved that the strategy of teaching English speaking ability by using Educational drama could Improving the seventh year students' speaking ability through educational drama at SMP Islam Al-Mu'ien Panti in the academic year of 2016/2017.

CONCLUSION AND SUGGESTION

This chapter is devoted to drawing conclusions and giving suggestions on the basis of the research findings and discussion presented in the previous chapter. The conclusion deals with the result of the implementation of using Educational drama in the teaching of speaking ability. The recommendations are addressed to the English teacher.

-Conclusion

There was improvement of speaking ability in cycle II because by using Educational drama teacher gave some clues to the students with games and the students gave respons to the teachers's clue better than before. It maked the class more active and the students felt interested in the teaching learning process. The teacher explained more clearly using Educational drama with different theme and gove more practice to developing drama script orally in front of the class. The students gave comment after their friends presented developing drama script orally in front of the class. By using Educational drama students could explore their idea and students wouldl have good preparation in speaking orally, because before they presented, they prepare what were going to say by their idea.

Based on the result of speaking test test in cycle I and cycle II, it could be concluded that the use of using Educational drama could improve the students' speaking ability. The improvement of students' speaking ability could be seen from the results of the mean score of the test that increased from 65 in the first cycle to 66,72. In addition, the percentage of students who got the score ≥ 65 was also improved from 62,06% in cycle I to 75,87% in cycle II.

- Suggestion

This section presents some recommendations for English teachers, the students, and further researchers to follow up the findings of the present study. Considering the results that showed that the use of Educational drama could improve the seventh year students ability at SMP Islam Al-Mu'ien Panti in the academic year of 2016/2017, some suggestions were given to the following people;

1. The English Teacher

In order to solve the students' problem in speaking ability, the English teacher is suggested to apply Educational drama which is introduced in this study. It is due to the fact that Educational drama could improve the students speaking ability. However, Educational drama need to be developed to be more enjoyable and easier to fit the student achievement level.

2. The Students

The students are suggested to use Educational drama in speaking since it could be used to make the presentation successful and also as a guide to develop in their mind before speaking.

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