

## **IMPROVING STUDENTS' SPEAKING SKILL THROUGH DRAMA AT THE SECOND GRADE OF SMAN 8 BULUKUMBA**

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**Abstract:** The objective of the research to find out if there is an increase in speaking skill after learn with using drama at the second grade students' of SMAN 8 Bulukumba. The researcher applied pre-experimental with pre-test and post-test design. The population of this research was taken by Purposive sampling technique from the second grade of SMAN 8 Bulukumba in academic year 2022/2023. This sample consist of 25 students. In collecting data, the researcher gave a speaking test there was pre-test and post-test, while to analyze the data the researcher used t-test. The researcher concludes that drama was effective to improve the students' speaking skills in terms of comprehension, vocabulary, pronunciation, grammar, and fluency. It was proven by the students' improvement in the student's comprehension of speaking was (85.07%), vocabulary (82.97%), pronunciation (40.68%), grammar (40.18%), and the students' fluency was (68%) It can be concluded that the students' comprehension, vocabulary, pronunciation, grammar, and fluency in speaking at the second grade of SMAN 8 Bulukumba improved after applying a drama Based on hypothesis testing, the null hypothesis (H<sub>0</sub>) was rejected whereas the alternative hypothesis (H<sub>1</sub>) was accepted It was proven by the value of the 1- test in comprehension (8.75), vocabulary (2.35), Pronunciation (7.85), grammar (11.66), and the value of the t-test in fluency (7.5) which were greater than the value of the t-table (1.711). In other words, the use drama was effective to improve the students' speaking skills.

**Keyword:** *speaking skill, drama, comprehension, vocabulary, pronunciation, grammar, fluency*

**Abstrak:** Tujuan penelitian adalah untuk mengetahui adanya peningkatan keterampilan berbicara setelah belajar dengan menggunakan drama pada siswa kelas II SMAN 8 Bulukumba. Peneliti menerapkan pre-eksperimen dengan desain pre-test dan post-test. Populasi penelitian ini diambil dengan teknik Purposive sampling dari kelas II SMAN 8 Bulukumba tahun ajaran 2022/2023. Sampel ini terdiri dari 25 siswa. Dalam mengumpulkan data, peneliti memberikan tes berbicara terdapat pre-test dan post-test, sedangkan untuk menganalisis data peneliti menggunakan t-test. Peneliti menyimpulkan bahwa drama efektif untuk meningkatkan keterampilan berbicara siswa dalam hal pemahaman, kosa kata, pengucapan, tata bahasa, dan kelancaran. Hal ini dibuktikan dengan peningkatan pemahaman siswa terhadap berbicara adalah (85,07%), kosakata (82,97%), pengucapan (40,68%), tata bahasa (40,18%), dan kefasihan siswa adalah (68%) Dapat disimpulkan bahwa pemahaman, kosakata, pengucapan, tata bahasa, dan kelancaran berbicara siswa di kelas II SMAN 8 Bulukumba meningkat setelah menerapkan drama Berdasarkan pengujian hipotesis,

hipotesis nol (H0) ditolak sedangkan hipotesis alternatif (H1) diterima Hal ini dibuktikan dengan nilai uji 1- dalam pemahaman (8,75), kosakata (2,35), Pengucapan (7,85), tata bahasa (11,66), dan nilai uji-t dalam kefasihan (7,5) yang lebih besar dari nilai t-tabel (1,711). Dengan kata lain, penggunaan drama efektif untuk meningkatkan keterampilan berbicara siswa.

**Kata Kunci:** *keterampilan berbicara, drama, pemahaman, kosakata, pengucapan, tata bahasa, kelancaran*

## **INTRODUCTION**

Speaking is the most important skill because through speaking we can communicate. Speaking is an interactive meaning-making process that involves the production, reception, and processing of information. Students must be able to speak English well, as people recognize English skills by speaking English and other places where they can communicate with others.

There are many problems in learning as researchers found in observations at SMAN 8 Bulukumba. First, students are shy and insecure when it comes to speaking English, especially in front of the class. Secondly, students become bored and unmotivated to learn because they have limited opportunities to express their thoughts. Third, they rarely use English to communicate. And lastly, students are not interested in the process of learning English. They become passive in learning English and cannot speak. Therefore, English teaching is ineffective.

Many ways can be used to solve this problem. One of them is drama. Drama is a techniques of learning to speak. There are several principles in the teaching of speech. The first is to help students overcome their initial reluctance to speak, encouraging them to offer opportunities and start small. Another way is to ask students to talk about what they want to talk about. The third asks students to talk about what they can talk about. The fourth gives proper feedback. The fifth combines speaking with listening and reading. The latter is to incorporate speech teaching into speaking teaching.

Based on this principle , drama has criteria as a method for teaching speech. It encourages thinking and creativity, allows students to develop and practice new language and behavioral skills in a relatively non-exhausting setting and can create motivation and engagement necessary to learn. The drama encourages students to actively participate in the teaching and learning process because this method provides a way to create a rich communicative environment in which students actively become part of some real-world systems and functions according to the roles that have been determined as members of that group (Niarmi hariyanti,2019). Drama can increase the self-confidence of indecisive students, because in drama activities, students will have different roles and reasons. So, it is appropriate to use drama in improving students' speaking skills.

## **METHODS**

### **Research Design**

This research used a quantitative research with a pre-experimental design. Pre-Experimental is an experimental study that only examines one group and then intervenes (Criswell, 2012:142).

The research design as shown below:

$$E = O_1 \times O_2$$

Where :

E = Experimental class

O<sub>1</sub> = Pre-test

x = Treatment

O2 = Post test(Gay,2006:22)

### Variables

Arikunto (2010:118), the research variable is the object of research or the concern of a research point of interest. There are two variables of the research, namely the Independent variable is improving students speaking skill. The Dependent variable is Drama.

### Population and Samples

The population in this research was all class second-grade MIPA students at SMAN 8 Bulukumba, The total is 179 students. The sample of this research will be selected by using a purposive sampling technique.

### Research of the Instrument

The instrument of this research used a speaking test use pre-test and a post-test. In the oral test, the students are asked to speak in front of the class on the topic given by the researcher. The pre-test scores were used to check the students' speaking skills before treatment was given. The post-test scores use to find out the students' speaking skill improvement after being treated.

### The Technique of Data Analysis

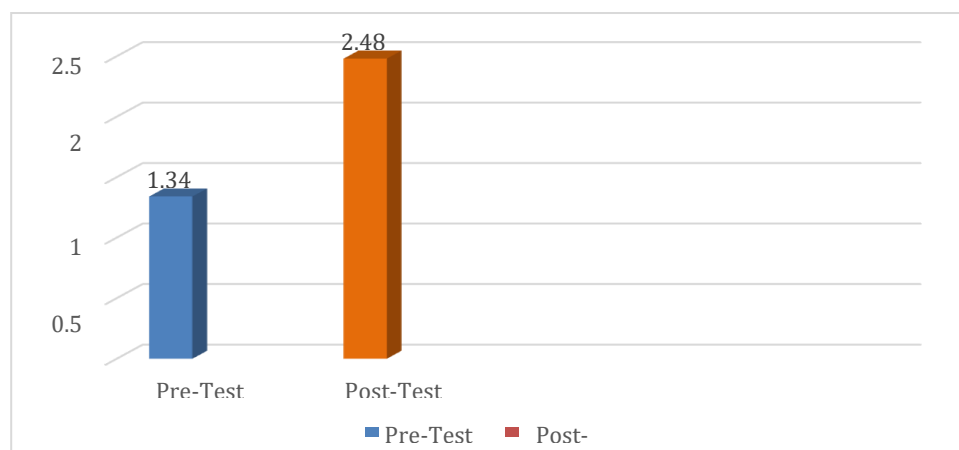
In the analysis of the data writer used the step as follow: Determine the students' result of pre-test and post-test by using rubric scoring for speaking skill. To analyze the data, the research determines the scoring classification which includes pronunciation, grammar, vocabulary, fluency, and comprehensibility from David, P Haris (Wicaksani,2013).

## RESULTS

**Table. 1 The Improvement of The Students' Comprehension**

Indicators	Mean Score		The Improvement (%)
	Pre-Test	Post-Test	
Comprehension	1.34	2.48	85.07%

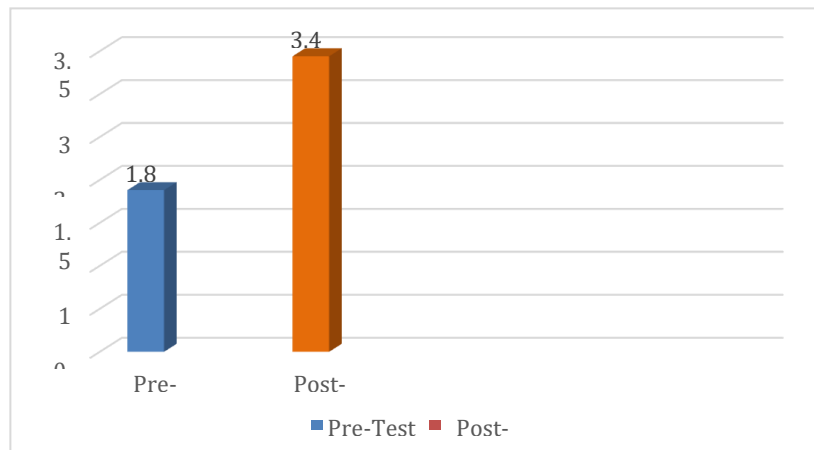
**Figure.1 The Improvement of The Students' Comprehension**



**Table.2 The Improvement of The Students' Vocabulary**

Indicators	Mean Score		The Improvement (%)
	Pre-Test	Post-Test	
Vocabulary	1.88	3.44	82.97%

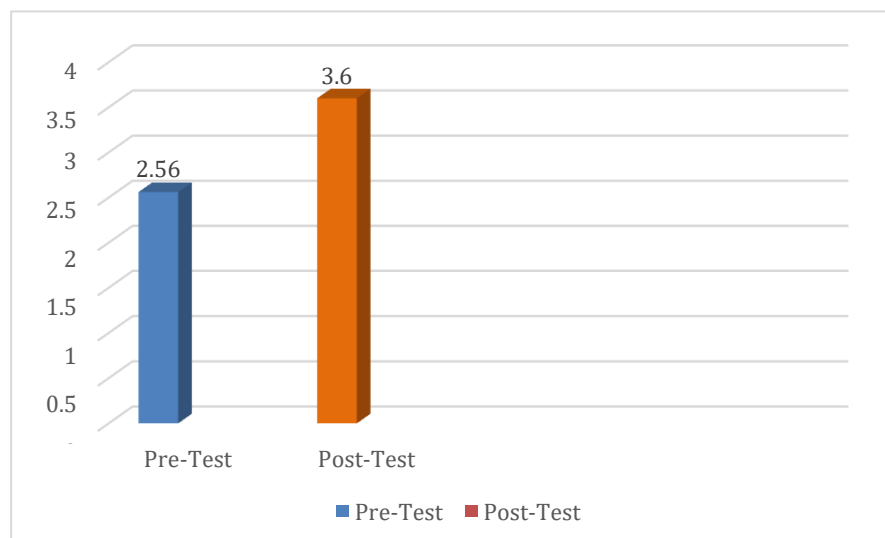
**Figure.2 The Improvement of The Students' Vocabulary**



**Table.3 The Improvement of The Students' Pronunciation**

Indicators	Mean Score		The Improvement (%)
	Pre-Test	Post-Test	
Pronunciation	2.56	3.6	40.68%

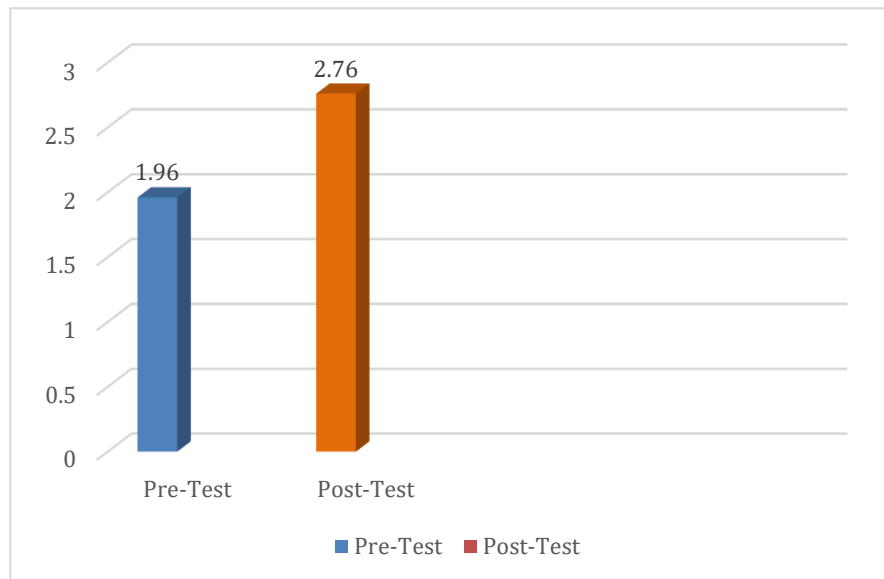
**Figure3 The Improvement of The Students' Pronunciation**



**Table.4 The Improvement of The Students' Grammar**

Indicators	Mean Score		The Improvement (%)
	Pre-Test	Post-Test	
<b>Grammar</b>	<b>1.96</b>	<b>2.76</b>	<b>40.18%</b>

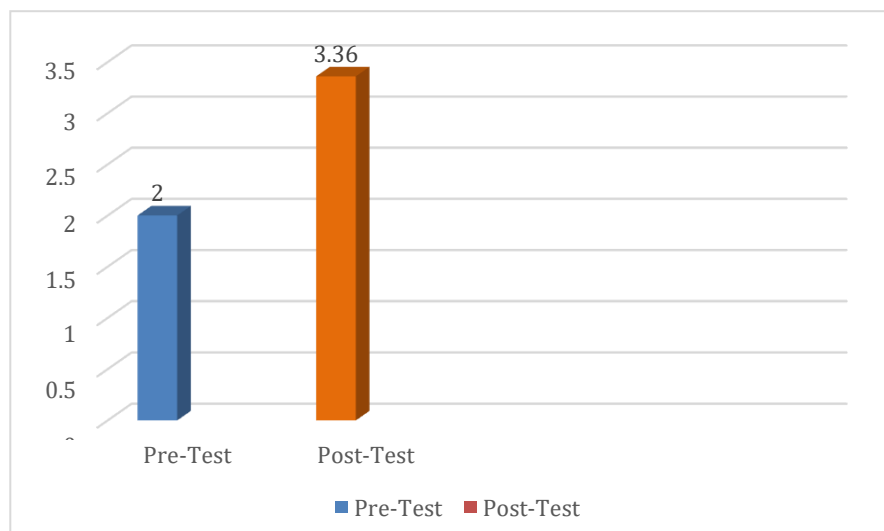
**Figure.4 The Improvement of The Students' Grammar**



**Table.5 The Improvement of The Students' Fluency**

Indicators	Mean Score		The Improvement (%)
	Pre-Test	Post-Test	
<b>Fluency</b>	<b>2</b>	<b>3.36</b>	<b>68%</b>

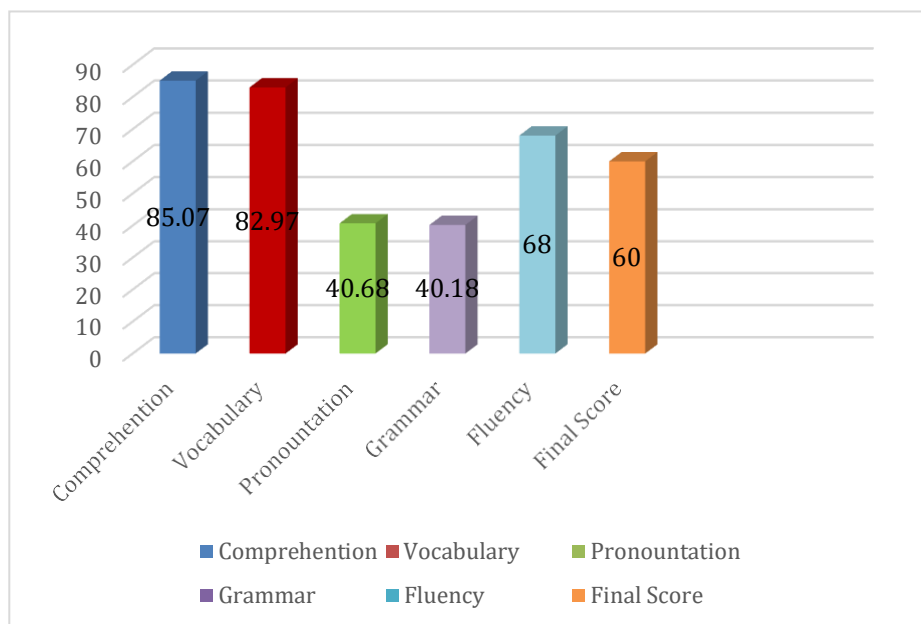
**Figure.5 The Improvement of The Students' Fluency**



**Table.6 the improvement of the students' speaking skill**

No	Variables	Mean Score		The Improvement
		Pre-Test	Post-Test	
1	Comprehension	1.34	2.48	85.07%
2	Vocabulary	1.88	3.44	82.97%
3	Pronunciation	2.56	3.6	40.68%
4	Grammar	1.96	2.76	40.18%
5	Fluency	2	3.36	68%
6	Final Score	9.74	15.64	60%

**Figure .6 The Improvement of The Students' Speaking Skill**



**Table .7 T-Test Students' Achievement**

<b>No</b>	<b>Variable</b>	<b>t-test</b>	<b>t-table</b>	<b>Test Of Significant</b>
<b>1</b>	<b>Comprehension</b>	<b>8.75</b>	<b>1.711</b>	<b>Significant</b>
<b>2</b>	<b>Vocabulary</b>	<b>2.35</b>	<b>1.711</b>	<b>Significant</b>
<b>3</b>	<b>Pronunciation</b>	<b>7.85</b>	<b>1.711</b>	<b>Significant</b>
<b>4</b>	<b>Grammar</b>	<b>11.66</b>	<b>1.711</b>	<b>Significant</b>
<b>5</b>	<b>Fluency</b>	<b>7.5</b>	<b>1.711</b>	<b>Significant</b>
<b>6</b>	<b>Final Score</b>	<b>9.49</b>	<b>1.711</b>	<b>Significant</b>

## **DISSCUSSION**

From the results of the analysis, researchers found that the use of drama can improve speaking skills at the second grade students of SMAN 8 Bulukumba. This can be seen in the total pre-test average score of 9.74, meaning that the average ability at the second grade students of SMAN 8 BULUKUMBA before treatment is very low. Researchers found that the students' are still shy and nervous to stand up in front of their friends, the students' are still wrong in pronouncing letters or words and still lack knowledge related to grammar, students still lack vocabulary so students need more effort to find the desired words and meanings. And the result is that students make too many pauses, stop, and repeat words several times. It automatically affects their speaking rhythm. And most of them are difficult to speak with fluent delivery and some students did not respect the researcher.

The data above has the same alignment with the results of observations found by researchers before conducting this study. The researchers found that the second-grade students of SMAN 8 BULUKUMBA had difficulty memorizing, they lacked pronunciation which made students difficult for English subjects. Thus, researchers think that drama will help students to learn by enjoying and improving students speaking skills will speak.

During the treatment, the researchers used drama for eight meetings, the students felt very interested in the activities in this method. At the first meeting, they were still believing and curious about what they would do during the English class and the researcher explained and guided them step by step about the drama they were going to do so that by the second meeting they knew the process and showed good expressions. When students perform plays, they provide unique moments when expressing their respective roles. The students still had difficulty in pronouncing vocabulary which made them confused interpreting the word into English but the researcher also gave them a simple explanation about it that could make the students understand.

In each meeting, the students enjoyed as they practiced the war act They were very enthusiastic when the researcher showed the script of the play. In their group, they are also very compact and have good cooperation. It is The main purpose of the drama script to make students feel maximally comfortable and enjoyable.

In the last 2 meetings, the students were able to speak more than half of the vocabulary given to them. This can be seen when one group performs their drama to the maximum, The second-grade students of SMAN 8 Bulukumba experience an increase in their ability to speak because of the feeling of happiness that arises during the learning process using English drama because DePorter assumes that the human brain can process large amounts of material if given the right conditions to Study in a relaxed state and claim that most students use only 5 to 10 percent of their mental capacity. This can be seen in the total average post-test

score showing that the average score of students is 15.64. This means that the average ability of second grade students of SMAN 8 Bulukumba in speaking skills has been treated well.

## **CONCLUSSION**

Based on the result and the discussion of the findings previously, the researcher concludes that drama was effective to improve the students' speaking skills in terms of comprehension, vocabulary, pronunciation, grammar, and fluency. It was proven by the students' improvement in the student's comprehension of speaking was (85.07%), vocabulary (82.97%), pronunciation (40.68%), grammar (40.18%), and the students' fluency was (68%) It can be concluded that the students' comprehension, vocabulary, pronunciation, grammar, and fluency in speaking at the second grade of SMAN 8 Bulukumba improved after applying a drama Based on hypothesis testing, the null hypothesis (H0) was rejected whereas the alternative hypothesis (H1) was accepted It was proven by the value of the 1- test in comprehension (8.75), vocabulary (2.35), Pronunciation (7.85), grammar (11.66), and the value of the t-test in fluency (7.5) which were greater than the value of the t-table (1.711). In other words, the use drama was effective to improve the students' speaking skills.

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