

**THE EFFECTIVENESS OF DRAMA STRATEGY TO  
ENHANCE STUDENTS' SPEAKING SKILLS AT  
THE FIRST SEMESTER OF THE EIGHTH GRADE  
OF SMP N 02 BELITANG IN THE ACADEMIC  
YEAR OF 2023/2024**

**A Thesis**

**Submitted as a Partial Fulfillment in Requirement of S1 degree**

**By  
Jeni Santika  
NPM 1911040373**



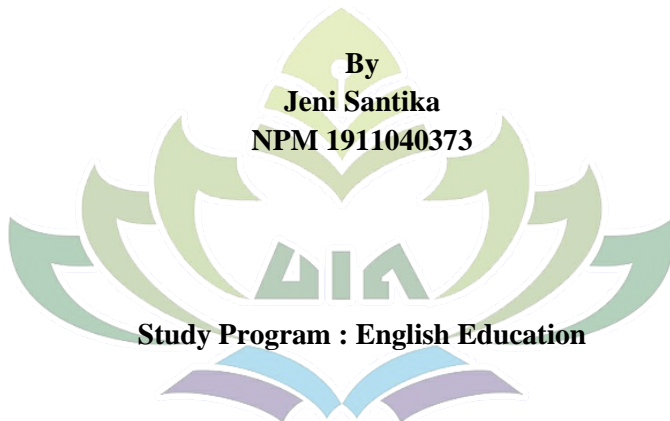
**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
UIN RADEN INTAN LAMPUNG  
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**Advisor : Prof. Dr. H. Idham Kholid, M. Ag.  
Co-Advisor : Istiqomah Nur Rahmawati, M.Pd.**

**TARBIYAH AND TEACHER TRAINING FACULTY  
UIN RADEN INTAN LAMPUNG  
2024**

## ABSTRACT

### **The Effectiveness of Drama Strategy to Enhance Students' Speaking Skills at the first Semester of the Eighth Grade of SMP N 02 Belitang Academic Year of 2023/2024**

**By:**

**Jeni Santika**

This research aims to find out whether there is significant effectiveness in the speaking performance of students taught with drama strategies at SMP N 02 Belitang. This school sets English as a compulsory subject, but they are still afraid and embarrassed to speak English in front of the class, most students still experience difficulties and lack speaking skills.

In this research, researchers used a drama strategy to help students improve their speaking skills. This research is experimental research, which is a quasi experimental research. The population in this study were eighth grade students at SMP N 02 Belitang. The total student population was 298, researchers used purposive sampling. The sample in this study was 68 students from two classes, 34 students in the experimental class and 34 students in the control class. In collecting data, researchers used tests to determine students' speaking abilities. After the data was collected, the researcher analyzed the data using an independent sample t-test using SPSS version 20 software.

The research results show that the average score on the post-test on speaking skills of students who were taught without using a drama strategy in the eighth grade of SMP N 2 Belitang was 65.00 , while the average score on the post-test of students' speaking skills taught using drama strategy in first grade at SMP N 02 Belitang is 70.36. Researchers concluded that  $H_0$  is rejected and  $H_a$  is accepted, because  $\text{Sig} = 0.00 < \alpha = 0.05$  so there is a significant difference before and after the use of drama strategies on class students' speaking skills one at SMP N 02 Belitang.

**Keywords: Drama Strategy, Speaking, Skills**

## ABSTRACT

### **The Effectiveness of Drama Strategy to Enhance Students' Speaking Skills at the first Semester of the Eighth Grade of SMP N 02 Belitang Academic Year of 2023/2024**

Oleh:

**Jeni Santika**

Penelitian ini bertujuan untuk mengetahui apakah terdapat efektivitas yang signifikan dalam penampilan berbicara siswa yang diajar dengan strategy drama di SMP N 02 Belitang. Sekolah ini menetapkan bahasa Inggris sebagai mata pelajaran wajib, tetapi mereka masih takut dan malu untuk berbicara bahasa Inggris di depan kelas, sebagian besar siswa masih mengalami kesulitan dan kurangnya keterampilan berbicara. Dalam penelitian ini, peneliti menggunakan strategy Drama untuk membantu siswa meningkatkan keterampilan berbicara.

Penelitian ini merupakan penelitian eksperimen, yang mana ini adalah penelitian a quasi experimental. Populasi dalam penelitian ini adalah siswa kelas delapan di SMP N 02 Belitang. Jumlah populasi siswa adalah 298, peneliti menggunakan purposive sampling. Sampel dalam penelitian ini adalah 68 siswa dari dua kelas, 34siswa di kelas eksperimen dan 34siswa di kelas kontrol. Dalam mengumpulkan data, peneliti menggunakan tes untuk mengetahui kemampuan berbicara siswa. Setelah data terkumpul, peneliti menganalisis data dengan menggunakan independent sample t-test dengan menggunakan software SPSS versi 20.

Hasil Peneliti menunjukkan bahwa nilai rata-rata pada post-test keterampilan berbicara siswa yang diajar tanpa menggunakan strategy drama di kelas delapan SMP N 2 Belitang adalah 65.00, sedangkan nilai rata-rata pada post-test keterampilan berbicara siswa yang diajarkan dengan menggunakan strategi drama di kelas satu SMP N 02 Belitang adalah 70.36. Peneliti menyimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima, karena  $\text{Sig} = 0.00 < \alpha = 0.05$  jadi ada perbedaan yang signifikan sebelum dan sesudah penggunaan drama strategi terhadap keterampilan berbicara siswa kelas satu SMP N 02 Belitang.

**Kata kunci: Drama Strategy , Berbicara, Keterampilan**

## DECLARATION

I the undersigned below :

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Department : English Education  
Faculty : Tarbiyah dan Keguruan

The researcher hereby declares that the this thesis entitled “The Effectiveness of Drama Strategy to Enhance Students’ Speaking Skills at the first Semester of the Eighth Grade of SMP N 02 Belitang Academic Year of 2023/2024” is completely my work and is not duplication or adaptation someone else’s work except for the part mentioned in footnotes or reference.

Bandar Lampung, 14<sup>th</sup> March 2024

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## MOTTO

وَاجْعَلْ لِي لِسَانَ صِدْقٍ فِي الْآخِرِينَ ﴿٨٤﴾

Artinya : “And make me a good word for people (who comes later)”

dan Jadikanlah aku buah tutur yang baik bagi orang-orang (yang datang) Kemudian,

(Q.S Asy-Syu'ara ayat 84)

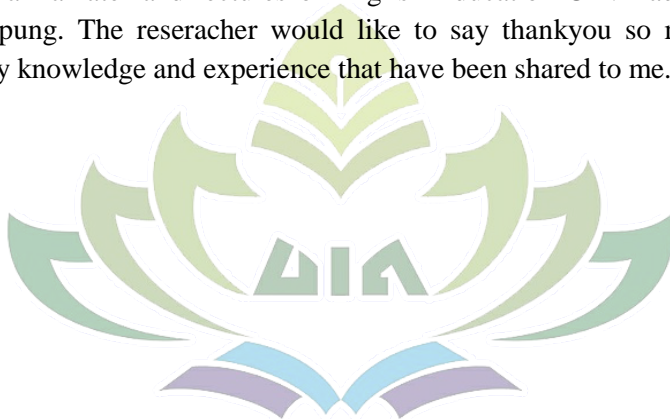




## DEDICATION

Praise and gratitude to The Almighty God, Allah SWT for the blessing so the researcher can finish this thesis. From the bottom of my heart, this thesis is dedicated to:

My father is Suripto and my mother is Siti Rohani because without your prayers, motivation, input and encouragement I would not have been able to complete this thesis. Thank you for fighting until now and thank you for educating your child all this time. Always healthy, father and mother, may Allah SWT always bless your life and always be protected by Him every step of the way. My brother and his wife who always give encouragement and support in writing this thesis. My own almamater and lectures of English Education UIN Raden Intan Lampung. The reseracher would like to say thankyou so much for every knowledge and experience that have been shared to me.



## CURRICULUM VITAE

Jeni Santika, born in East Oku on June 5 2001. The second or last child of the couple Mr Suropto and Mrs. Siti Rohani. Her education started from TK Imam Bonjol and finished in 2008. After that she continued her education at a state elementary school 1 Tepung Sari and finished in 2013. In the same year, She continued her education at SMP Negeri 02 Belitang and graduated in 2016. Then continued at Senior High School 1 Belitang Madang Raya and Finished in 2019. After graduating from high school, in the same year she took college level education at the Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung starting semester 1 academic year of the 2019/2020.

Bandar Lampung, 14<sup>th</sup> March 2024  
The Researcher,

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Bandar Lampung, 14<sup>th</sup> March 2024  
The Researcher,



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# CHAPTER I

## INRODUCTION

### A. Title Confirmation

This section provides some terms related to this study that should be defined in order to avoid misunderstanding.

#### 1. The Effectiveness

Effectiveness is an output of specific review/analyses that measure the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.<sup>1</sup>Whereas, in this research, effectiveness is an output that measure the achievement of certain strategies on students' speaking abilities.To achieve an effective and efficient learning concept, there needs to be a reciprocal relationship between students and teachers to achtiieve a goal together, facilities and infrastructure, and learning media needed to help achieve all aspects of students development.

Learning effectiveness means that learners who complete an online program receive educations that represent the distinctive quality of the institution. The goal is that learning is at least equivalent to learning through the institution's other delivery modes, in particular through its traditional face-to-face, classroom-based instruction.<sup>2</sup>

#### 2. Drama Strategy

Drama is a useful medium in the communicative language classroom where the focus is placed on the meaning of the language rather than the form.Drama is defined as a

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<sup>1</sup> Laz r Vl sceanu, Laura Grünberg, and Dan Pârlea., 2004, Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions (Bucharest, UNESCO-CEPES) Papers on Higher Education, ISBN 92-9069-178-6

<sup>2</sup>Elemen Kualitas Konsorsium Sloan: Kerangka Kerja Sloan - C. Needham, MA: Pusat Sloan untukPendidikan, 2002.

composition of poetry or prose that is expected to describe life and character through behavior (acting) or dialogue that is staged. Drama is a new activity for students as well as a medium for them to communicate with each other, drama can be a strategies that helps train speaking skills both in pronunciation and intonation.

Drama, in this context, does not mean a classical play or a theatre performance. However, it is drama in education. Drama in Education (D.I.E) is the use of drama as a means of teaching across the curriculum. According to Landy, drama is elements–imitation, imagination, role-playing, and interpretation account for much of one’s learning of language, movement and social behavior. <sup>3</sup> Drama in education, also known as creative drama, is an improvisational, non-exhibitional, processed-centered form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experience. According to Landy it requires both logical and intuitive thinking, personalizes knowledge and yields aesthetic pleasure. According to Katz a learner involved in a drama activity will be called upon to practice several thinking skills such as inventing, generating, speculating, assimilating, clarifying, inducing, deducing, analyzing, accommodating, selecting, refining, sequencing and judging.<sup>4</sup>

### 3. Enhance Speaking Skills

Basically, students still like to practice speaking, both individually and in groups. Speaking promotes the development of attitudes, intelligence, skill, and creativity. Therefore, learning in schools utilizes certain drama models. One of the drama activities contained in learning at schools is conveying the dialogue.

According to Waluyo, teaching drama can help students

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<sup>3</sup>Landy,R.S 1982. *Handbook of Educational Drama and Theater*. London: Greenwood Press.

<sup>4</sup>S, Katz. 2000. *Drama and Therapy in Education: The Double Mirror*. Unpublished PHD thesis. University of Toronto.

understand and improve the use of the language they are learning, as a support for understanding language means to train reading skill (drama texts) and listening (dialogue drama show, listening to radio drama, television , etc).<sup>5</sup>

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. There are conditions that do not support students speaking skills because students are passive during lessons, they just listen, without asking questions. While the teacher while too active, the teacher dominates the lesson. This make students when asked by the teacher, many are silent, hesitant to express opinions. Whereas good learning is if two-way communication is established, namely students and teachers. The low students speaking skills may be due to the lack of interest in the learning process so that the existence of a strategy drama will make students excited to take part in the lesson because students feel they can appreciate what is in the characters role.

Based on the explanation above, this research aims to find out The Effectiveness Of Drama Strategy To Enhance Students' Speaking Skills At The Eighth Grade Students Of Junior High School 02 BELITANG.

## **B. Background of the Problem**

Nowadays, English Language plays an important role in education. English is used as a compulsory subject that taught in the school. It is taught in junior high school and senior high school. English has been taught in elementary schools not as a compulsory subject, but as an optional lesson since it was of 2013

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<sup>5</sup>Herman,J .Waluyo 2001. Drama Teori dan Pengajaranya. Yogyakarta: PT Hanindita Graha Widya

curriculum. In English, there are four skills that should be mastered by the students. The skills are speaking, listening, writing and reading. By mastering speaking ability, the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language. Speaking in front of the people is very important, so that we can communicate each other. Moreover, one of the important skills that must be mastered is speaking skills.

Speaking is the ability to speak and to understand the language by using oral communication.<sup>6</sup> Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Form and meaning depend on the context in which it occurs, the participant and the purpose of speaking<sup>7</sup>. It means that we need to decide the context, purpose and the participants.

However, some students are lacking in language production particularly speaking skill than are in other skills. This can be seen from the fact that some students may have good score in listening, reading, and even writing test, but they are stuttering when are asked to speak in English. In addition, even though having been learning English for years, sometimes it is hard to convey ideas orally. A study with the title of “Analysis of Perceived Difficulty Rank of English Skills of College Students in China” shows that speaking has the highest level of difficulty than other skills.<sup>8</sup> This result can represent the similar condition in Indonesia since both of the countries share similar treat in the position of English language in the countries that as a foreign language.

Students have difficulty in acquiring speaking skill can be caused by several factors. First, in a language acquisition process,

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<sup>6</sup> Widia,L, “Improving Speaking Skill through Text Based Learning Strategy at Seventh Grade Students”, *Journal Santiaji Pndidikan*, Vol, 15, Nomor, 2, Desember 2014, hlm. 15.

<sup>7</sup> M Ashour Jehan, The Effect of Using a Vidio Conferencing-Based Strategy, (*Thesis*, FI UI Gaza, Gaza,2014),p.2.

<sup>8</sup> Peng Shiyong, Analysis of Perceived Difficulty Rank of English Skills of College Students in China, *Studies in Literature and Language*, 2014, pp. 15—21.

receptive skills are firstly acquired. As in the innate bio-program hypothesis proposed by James Asher, listening competence is developed before speaking competence which means the latter follows the former naturally.<sup>9</sup> In other words, human learn a language from hearing first and then will be able to speak later. To conclude, it is by nature that speaking is more difficult than listening.

Based on the preliminary research that was conducted at SMPN 2 Belitang on February, 17th, 2023 by interviewing the teacher and students. the researcher started observation on 17-18 February 2023. The researcher found some problems that noticed that most students were anxious when the teacher asked them to speak in front of the class. Some students in eighth grade junior high school still have problems speaking. They think that spoken English is the most difficult language to learn and have difficulties expressing their ideas in it. They often have difficulties using English when they are trying to interact with others. They still look hesitant to speak up when they are communicating in English. As a consequence, their ability to communicate has only remained at a low level without any attempt to develop it. The issues occur when they are not involved in the practice of communicating because there is just a little possibility of doing so.

The researcher also interviewed the English teacher in SMPN 2 Belitang, her name is Fitri Rahayu Agustin, M.Pd. she said the difficulties often experienced were because students were learning a new language, namely English. which they feel is foreign because we don't use it in everyday life. so students find it difficult to be motivated in learning especially in speaking a lot of people are afraid or hesitant to convey or voice their ideas or opinions by speaking English. The teachers also said many students not active in class because they are confidence to speak

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<sup>9</sup> Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis*, (New York: Cambridge University Press, 2001), p. 74.

the language because they are afraid of making mistakes and there are no partners to learn speaking.

Based on the preliminary, the researcher also found some problems at SMPN 2 Belitang students' speaking is still low and students have difficulties to learn speaking skills. It is happened because some factors, they lack of interest in learning English and lack of motivation, the teacher dont have any special strategies in learning English especially speaking because the teacher dealing with students whose characters are diffrents. So students feel bored easily and the teacher never uses drama in learning speaking. It is makes students lack of motivation and enthusiasm for learning English, especially speaking..

Based on the explanation above, it can be concluded that teaching speaking using special technique, such as using drama strategies or other media is better than just explaining the materials then do the exercises. Drama strategies can enhance students' communicative skills. It will encourage the students to be more active. Stewart views the need for effective communication as something that is essential to the success of each individual or group.<sup>10</sup> Students who have good speaking skills, their speech will be more easily understood by listeners. Students' ability to speak will also be useful in listening and understanding reading activities. However, the problem that occurs in the field is that not all students have good speaking skills. Therefore, the research to find out drama strategy to enhance students' speaking skills.

Gardner described his vision for schools which use multiple intelligences to incorporate authentic learning. Drama has the capacity to provide authentic learning as most of the intelligences are utilized in learning activities. For example, drama incorporates verbal linguistic learning through the use of language, scripts, vocabulary and reading. As recommended by Swain and Lapkin, "the use of drama and role play can create an opportunity for the

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<sup>10</sup> Zamzani and Haryadi . 1996. Peningkatan Keterampilan Berbahasa. Yogyakarta. Depdikbud.

learner to hear and use language in a meaningful context."<sup>11</sup>As for the strategy, the researcher wants to use a cooperative approach with daily activity. That is, in the learning process, students have partners of two or three people. As beginners, they are looking for drama scripts regarding their daily activities. After getting the script, along with providing an understanding of how the script works, They display the selected script directly. Besides that, the researcher uses drama strategy in daily activities such as use silly voice, act things out, provide opportunities for low risk or no audience performance, put students in small groups or partnership and slowly build up their confidence.

Holden takes drama to mean any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation: "In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person". Besides using strategy drama for students' speaking skills, the researcher used drama strategy to see the difference between the group presentation. Involving collaboration and self-initiated in group work that assign two or more learners to do a task, that is why we should consider the importance of the interaction in the language classroom, this issues has formed several advantages of group presentation in English language classroom is group presentation generates interactive language, group presentation offers an embracing affective climate, group presentation promotes learner responsibility and autonomy.<sup>12</sup> Harmer added some advantages of group presentation<sup>13</sup>: It dramatically increases the amount of talking for individuals learner, There will be a greater chance of different opinions and varied contributions

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<sup>11</sup>Swain, M. and Lapkin, S., 1995, Problems in output and the cognitive processes they generate: a step towards second language learning, *Applied Linguistics* 16 (3), 371-391.

<sup>12</sup>Brown, op.cit. *Teaching by Principles: An Interactive Approach to Language*

*Pedagogy* 2nd Edition, pp. 178-179

<sup>13</sup>Harmer, *op. cit.*, p. 166.



from each student, It encourages broader skills of cooperation and negotiation. his strategies offers bigger chance to the learners in practicing their groups presentation ability.

Based on the explanation above, the research decides to pick eighth grade junior high school students of SMP N 02 Belitang as the subject of the research. The research would like to conduct a research with the title the effectiveness of drama strategy to enhance students' speaking skills.

### **C. Identification and Limitation of the problem**

Based on the background of the problem above, the problem can be defined as follows :

1. The problem of speaking English to SMP N 02 Belitang students is the most difficult language to learn and they have difficulty expressing their ideas in it.
2. Students have less practice speaking because there are no partners in doing it.
3. Students do not have the confidence to speak the language because they are afraid of making mistakes.
4. Habits of students who tend not to be active in class during the learning process.

Further, the researcher wants to use the drama strategy because it is one of the strategies to enhance students' speaking skills. Therefore, the researcher used asking and giving advice as strategy for using drama. The theory from Susan Holden and the teachers of SMP N 02 Belitang have not used drama strategy as an alternative way to learn speaking skills. Based on the explanation above, the limitation of the problem only at the eighth grade, the researcher use SMP N 02 Belitang as a research object.

### **D. Formulation of the Problem**

The research would like to formulate research question as follow : “Is there any significant effectiveness of speaking performance between students who were taught by drama strategy

and students who were taught by group presentation”?

### **E. Objective of the Problem**

Based on the research problem, the purpose of this study is to find out if there is any significant effectiveness of speaking performance between students who were taught by drama strategy and students who were taught by group presentation.

### **F. Significance of the Problem**

- Theoretically, the result would include different insights and knowledge of theoretical understanding related to the effect of using English drama on students' speaking skill.
- Practically
  - a. For students: In learning speaking skills using the drama strategy, students will be more active and more motivated in speaking English so as to provide opportunities for students to speak as broadly as possible, such as in giving students ideas and opinions.
  - b. For teachers: Teachers can use the drama strategy in learning English as an alternative strategy to enhance student speaking skills.
  - c. For other researchers: For the other researcher expected to be one of the alternative references in providing the information for the researchers and the use of drama strategy in teaching and learning speaking skills.

### **G. Relevant Research**

There were some researchers have investigated the same topic with this research. Some of the researchers are cited briefly as follows :

1. DRAMA EXCERPT: TOOL IN ENHANCING SPEAKING ABILITY FOR JUNIOR HIGH SCHOOL by Otan Hidayat and Sigit Apriyanto The research aims to analyze drama excerpts as a tool in teaching speaking for Junior High

School at the University of Saint Anthony. A descriptive survey is used as a method of this study. The study population consisted of 10 students from 8th-grade students at Saint Anthony University in the Philippines. Based from the findings of the study, found that the respondents were able to perform the conversation in the drama excerpt (because English is the medium of instruction in the Philippines, the result is higher, due to the interventions of a treatment given by the subject teacher on the correct and proper way of delivery and dialogue on drama excerpt, and there is a significant improvement observed to the students after the exposure to drama excerpt.<sup>14</sup>

2.THE IMPLEMENTATION OF DRAMA IN TEACHING SPEAKING AT THE EIGHT GRADE OF SMP NASIONAL MAKASSAR by Khairun Nisa, Radiah Hamid, and Firman.This research aimed finding the improvement of the students' ability in speaking by using Drama Technique that focused on accuracy (pronunciation and vocabulary) and fluency (smoothness). The research design used a Pre-Experimental, in which it used pre-test and post-test comparison to find out the result of the research. The population of the research was the students of the Eight Grade of SMP Nasional Makassar. The sample of the research was clas VIII F of SMP Nasional Makassar which consisted of 27 students and the sample was taken by using purposive sampling technique. The research findings showed that the eight grade students of SMP Nasional Makassar had poor score in pre-test. After treatment, their speaking ability in drama increase significantly.<sup>15</sup>

3. THE EFFECTIVENESS OF DRAMA TO TEACH SPEAKINGVIEWED FROM STUDENTS' SELF-ACTUALIZATION by Senny Wiyanti, Abdul Asip.The research

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<sup>14</sup>Sigit Apriyanto,2019, Drama Excerpt : Tool in Enhancing Speaking for Junior High School, *IJECA International Journal of Education & Curriculum Application*,ISSN 2614-3380,Vol.2,No.3

<sup>15</sup>Nisa, K. Radiah Hamid, & Firman. (2021). THE IMPLEMENTATION OF DRAMA IN TEACHING SPEAKING AT THE EIGHT GRADE OF SMP NASIONAL MAKASSAR. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)*, 8(2), 162–172.

findings are: (1) Drama Technique is significantly different from Guided Conversation Activity (GCA) technique to teach speaking because  $F_o$  is higher than  $F_t$ . (2) the speaking skill of the students who have high self-actualization is significantly different from that of those who have low selfactualization if viewed from the result of ANOVA because  $F_o$  is higher than  $F_t$ . (3) there is an interaction between teaching techniques and self-actualization for teaching speaking because  $F_o$  is higher than  $F_t$ .<sup>16</sup>

4. THE EFFECT OF USING SHORT DRAMA TOWARD STUDENTS' SPEAKING SKILL AT SMPN 7 DUMAI by NUR ISTIQOMAH SYAMSIR University of Islam Suka Riau. This study aims to determine the effect of using short drama through students' speaking skills at SMPN 7 Dumai. The school provides English as a compulsory subject, but they are afraid and shy to speak English in front of the class, most of the students still have difficulty and lack of speaking skills. In this research, the researcher used Short Drama Technique to help students increase th speaking skill. After collecting the data, the researcher analyzed the data by using independent sample t-test by using software SPSS 16.0. The mean score on the post-test the students' speaking skill taught without using Short Drama technique at First Grade of SMPN 7 Dumai is 60.72, while the mean score on the post-testof the students' speaking skill taught by using Short Drama technique at FirstGrade of SMPN 7 Dumai is 70.64.<sup>17</sup>

5. THE USE OF DRAMA IN IMPROVING THE STUDENTS' SPEAING ABILY by Harmawati. The main objective of this research was how Drama Technique used to improve the students speaking ability in terms of accuracy (pronunciation) and fluency (smoothness) at the Eight Grade Students of SMP Nasional Makassar. The researcher applied Classroom Action Research design which was divided into two

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<sup>16</sup>Senny Wiyanti, Abdul Asip (2019), THE EFFECTIVENESS OF DRAMA TO TEACH SPEAKING VIEWED FROM STUDENTS' SELF-ACTUALIZATION. *Jurnal Pendidikan Bahasa*. Vol 7, No 2

<sup>17</sup>Nur Istiqomah Syamsir, *THE EFFECT OF USING SHORT DRAMA TOWARD STUDENTS'*

*SPEAKING SKILL AT SMPN 7 DUMAI* (Thesis, UIN Suka Riau, 2021)

cycles and each cycle consisted of four meetings. The researcher procedures of each cycle consisted of planning, action, observation and reflection. A number of the research subject were 42 students in VIII C class<sup>18</sup>

The studies above are quantitative research. These studies discussed the contextual of drama strategy. The distinguishes this research from some of the studies is theory, object, and strategies to be used. In this study the researcher will use the theory from Susan Holden. In this study, the researcher will use quantitative research because the objects, research topics, and theories are different. The researcher believes that the results and conclusions found will also be different.

## **H. Systematic of Discussion**

### **CHAPTER I Introduction**

Introduction, background of problem, identification and limitation problem, formulation of the problem, objective of the problem, significant of the problem, relevant research, systematic of discussion.

### **CHAPTER II Frame of Theory and Hypothesis**

Theory, hypothesis

### **CHAPTER III Research Method**

Place and time of the research, research design, population, sample and data collection technique, operational definition of variables, research instrument, validity and reliability of instrument, fulfilment of the assumption, hypothesis testing

### **CHAPTER IV Finding and Discussion**

Data description, discussion

### **CHAPTER V Conclusion and Recommendation**

Conclusion, recommendation

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<sup>18</sup>Harmawati. 2017. The Use of Drama in Improving the Students' Speaking Ability at the Eight Grade Students of SMP Nasional Makassar (A Classroom Action Research)

## CHAPTER II

### FRAME OF THEORY AND HYPOTHESIS

#### A. Theory

##### 1. Speaking

In the first part of this chapter, the concept of speaking, the components of speaking, and teaching speaking will be described.

##### a. The Concept of Students Speaking Skills

In general, the purposes of speaking closely related to the purposes of language use proposed by Yule which are interactional function and transactional function. The former is using language to interact socially or emotionally with each other, while the latter is to communicate knowledge, skills, and information.<sup>19</sup> Speaking is one of the abilities that humans possess for communication. Utterances as the product of speaking transfer information such as ideas and emotional feelings to other people. It indicates that speaking process has goals to achieve which means that when people speak they have some purposes for doing it.

Additionally, Harmer points out three intentions why people speak. First, People want to say something in which they have intention to speak. Second, People have some communicative purposes in which they expect some impacts from their speaking. Lastly, People select from their language store which means that they use their language knowledge when speaking appropriately to achieve their goals.<sup>20</sup>

Richards, and Renandya, claimed that the ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purposed, and involves different skills. When we use casual conversation. For example, our purpose maybe to make social

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<sup>19</sup> George Yule, *The Study of Language: An Introduction*, (New York: Cambridge University Press, 1985), pp.5—6.

<sup>20</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), pp. 46—47.

contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friend.<sup>21</sup>

Another concept of speaking is that it is direct communication for it happens orally and the feedback comes immediately. It is not merely about creating sounds to pass messages. The things within speaking process such as intonation and facial expressions give different meaning to the messages. Therefore, it can be said that speaking is two-ways communication to convey ideas or information which almost always comes with listening and often takes on the form of conversation which has many dimension such as purpose, turn-taking, topics, repair, formal feature, and fluency in it.

### **b. The Component of Speaking**

The components of speaking indicates the aspects needed to be considered in the decision whether the speakers are able to speak in the language or not. In result, the components are usually included as the indicators in speaking assessment rubrics particularly in analytical scoring rather than the holistic one. It also can be said then that the components of speaking are the aspects assessed in speaking test.

Brown categorizes speaking components into five which are grammar, vocabulary, comprehension, fluency, and pronunciation.<sup>22</sup> Here is the description of each component:

#### **a. Grammar**

Yule defines grammar as a way of describing the structure of phrases and sentences.<sup>23</sup> Similarly, Veit perceives grammar as some set of principles for putting words together into

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<sup>21</sup>Richards, J,C, & Renandya, W,A, Methodology in Language Teaching: an Anthology of Current Practice, (New York: Cambridge University Press, 2002). p. 201.

<sup>22</sup>H. Douglas Brown, Language Assessment Principles and Classroom Practices, (New York: Longman, 2004), p. 157.

<sup>23</sup>Yule, op. cit., p. 69

sentences.<sup>24</sup> In addition, Cook also states, “A language has patterns and regularities which are used to convey meaning, some of which make up its grammar”. It can be said then that grammar is the construction that builds a language in the form of rule or and repeated-pattern.

#### b. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases.<sup>25</sup> While grammar is the construction of the language, vocabulary is the component that is constructed in a language. It is restored and recalled when the user of a language constructs sentences.

#### c. Comprehension

Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

#### d. Fluency

According to Harmer, “Fluency is the assumption that speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communications.”<sup>26</sup> In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.<sup>27</sup> It can be concluded that fluency is related to the smoothness of speaking process which means that there is acceptable pauses and halts.

#### e. Pronunciation

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<sup>24</sup>Richard Veit, *Discovering English Grammar*, (Boston: Houghton Mifflin Company, 1986), p. 5

<sup>25</sup>Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

<sup>26</sup>Harmer, *op. cit.*, p. 23.

<sup>27</sup>David Riddel, *Teaching English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118.



Lastly, pronunciation is the component in the matter on how the words are accurately spoken. In Harmer's perspective, pronunciation is various sounds that occur in the English language with distinctive meaning.<sup>28</sup> Speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

Based on the explanation above, the researcher concludes the speaking has many components which have to be acquired by language learners in order to be able to speak in English. In result, to decide whether they are capable or not in the speaking, those components are included in the scoring of oral assessment.

### **c. Teaching Speaking**

In general, it can be said that teaching speaking means teaching the learners to be able to speak in English or mastering the speaking skill. Principles teaching speaking according to Brown in Susilawati stated a teacher must have teaching principles to be used as a teaching guideline.

This must be controlled by the teachers, the principles are as follows:

1. Use of Strategy according to students need.
2. Provide learning motivation.
3. Approach to students for reciprocal relationships.
4. Make use of the natural skill hearing and speaking relationship.
5. Provide opportunities for students to communicate verbally.
6. develop students' speaking ability.<sup>29</sup>

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<sup>28</sup>Harmer, op. cit., p. 21

<sup>29</sup>Susilawati, Ery. 2013. Improving Students' Speaking Skill Using Drama at the Eleventh Grade Students of Language Class of Man Yogyakarta II in the

From the explanation above, it clearly can be seen that teaching speaking consists of several steps. The principles above are very important for educators because in teaching activities it is not easy to provide material without teaching guidelines.

#### **d. Type of Classroom Speaking Activities**

Harmer explained a number of classroom activities as follows:

1) Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course book or dialogues written by themselves. Sometimes it can be followed by filming the result. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity.

2) Playing communication games

This type of activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, so that one student has to talk to the partner in order to do the required tasks.

3) Discussion

This activity needs to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

4) Prepared talk

This activity allows a student (or group of students) to make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous

conversation. This activities represents a defined and useful speaking genre and can be extremely interesting for both speaker and listener if properly organized.

#### 5) Questionnaires

This type of activity allows the students to design questionersto any appropriate topic. The question and respondent have something to say each other using the natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The results obtained from questionnaire can form the basic of written work, discussion, or prepared talks.<sup>30</sup>

Base on the explanation above, the researcher concludes there are many types of speaking in class, so that speaking activities in class can be understood more by students so that learning activities in speaking will be easier to carry out.

#### e. **The Important of Speaking**

According to Qureshi, there are four importance of Speaking such as:

1. Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another.

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<sup>30</sup>*Ibid*, p. 271-274.

Any gap in communication results in misunderstandings and problems.

2. For a smooth running of any system, the speakers of a language have to be especially and purposefully trained in the skill of speaking.
3. In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills, listening, speaking, reading and writing, but the ability to speak competently, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages.
4. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.<sup>31</sup>

Based on the explanation above, the researcher concluded that speaking has important components to communication. It is crucial for communication in four ways: as a tool for communication, for the efficient operation of systems, as a means of expressing one's views, and as a means of grabbing the audience's attention.

#### **f. Speaking Assessment**

According to Brown, assessment takes four interactive speaking (interpersonal and transactional).<sup>32</sup>

##### 1) Interview

When "oral production assessment" is mentioned, the first thing that comes to mind is an interview: a test administrator and a

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<sup>31</sup> Ishrat Amer Qureshi, "The Importance of Speaking Skills for EFL Learners", (Department of English, Alama Iqbal Open University, Pakistan) p. 2-3

<sup>32</sup> Brown, Douglas, *Language Assessment: Principle and Classroom Practice*. (San

Francisco: Longman, 2003), p. 75.

test-taker sit down in a direct face-to-face exchange and proceed through a protocol of question and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

## 2) Drama Strategy

Drama is a useful medium in the communicative language classroom where the focus is placed on the meaning of the language rather than the form. As for the strategy is use a cooperative approach with daily activity. As beginners, they are looking for drama scripts regarding their daily activities. Besides that, can use drama strategy in daily activities such as use silly voice, act things out, Provide opportunities for low risk or no audience performance, put students in small groups or partnership and slowly build up their confidence.

## 3) Discussion and Conversation

As Formal assessment device, discussion and conversation with and among students are difficult to specify and even more difficult to score. But as informal technique to assess learners, they offer a level of authenticity and spontaneity that others assessment techniques may not provide.

## 4) Games

Among informal assessment devices are a variety of games that directly involve language production.<sup>33</sup> In Addition, Penny McKay also designed speaking assessment which used five components such as, comprehension, Fluency, Vocabulary, pronunciation and grammar.<sup>34</sup> Based on the explanation above, it is explained that speaking assessment takes four interactive speaking. The four interactive speaking has its own criteria. Such as interviews that are usually done by test administrators and test takers, Drama strategies that are often used for a cooperative approach with daily activities, Discussion and conversation that can increase

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<sup>33</sup> *Ibid*, p. 21.

<sup>34</sup> Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), p. 290-292.

authenticity and spontaneity if often trained, as well as Games to increase knowledge about pronunciation.

## 2. Drama Strategy

### a. The Concept of Drama Strategy

According to Budianta stated drama is a literary genre where the physical appearance verbally shows the conversation or dialogue between the characters. Furthermore, Ananto stated drama in learning is a way of increases the attractiveness of the atudents to learning in their group and responsible. learning drama in the class is a way to increase self confidence to speaking with of emotional students inteligence.<sup>35</sup>Susan Holden takes drama to mean any kind ofactivity where learners are asked either to portray themselves or to portray someone else in an imaginary situation: "In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person".

Well-structured use of drama Strategy can inspire and motivate children, thereby building meaningful writing opportunities. Drama strategies provide a way of structuring learning, that is engaging and inclusive for children. Drama stimulates different types of thinking and talk. It can also be used to explore, comprehend and create different types of texts, e.g. poetry, fiction, non-fiction.<sup>36</sup>

Drama is pedagogy that reaches multiple intelligences and different learning styles.<sup>37</sup>It is a multi-sensory model of learning that engages the mind, body, senses, and emotions to create personal connections to the real world and helps to improve comprehension and retention. Drama is the literary form designed

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<sup>35</sup> Ananto, U.A & Rusmiati, L. 2018. Teaching Speaking Using Drama to Improve Stidents Speaking Skill. *Profesional Journal of English* Vol 1, No. 4, Juli 2018 ISSN: 2614-6320.

<sup>36</sup> Patrice Baldwin.2022. Drama Strategy: Whole-class drama, *Jurnal Drama&Theare*

<sup>37</sup> Anton procharzka, 2006. Drama in Moderen Language Teaching Part 2.Frankfurt: Wien

for the theater, where actors take the roles of the characters, performs understanding implies a creative and personal involvement with the work. the indicated action, and utter the written dialogue.<sup>38</sup> Drama is combine thought, language, and felling in range of energetic and creative ways, although there are recognizable practices in drama which students might acquire, reaching new understanding implies a creative and personal involvement with the work.<sup>39</sup>

Darvihaj says drama is a learning that refers to the field of appearance arts that regularly and validated through the criteria for example of eaxetics.<sup>40</sup> The purpose of drama in language learning to increase student participation in learning speaks other than the character of students in the appearance of drama is more arising and developing.

Relating to the some experts' statements above, the researcher can be concluded that drama in teaching English take bringing the students to the real life, it gave the students more responsible in teamwork actively on the learning process. Drama in teaching English can to motivate the students of opportunities to enhance students' communication skill, motivation, and confidence.

### **b. The Advantages and Disadvantages of Drama Strategy**

Drama could always be extended and used as a starting-point for other activities. The themecan act as a stimulus for discussion or written work going far beyond theacting out of scenes. Perhaps one of the benefit to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities.

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<sup>38</sup>Nicholes Helen, 2000. Teaching Drama 11-18ed. London: Continuum.

<sup>39</sup>Abram, M. H. 1971. A Glosary of Literary Terms(3rded). New York: Holt, Rinehart and Winstom, Inc

<sup>40</sup>Dervishaj, A. 2009. Using Drama as a Creative Method for Foreign Language Acquisition. *The Internet LCPJ Journal*, Volume 2.

Desiatova pointed out some Advantages applying drama in language teaching as follows:

- 1) The language used is their daily language
- 2) Learning in language classes becomes an active and motivating experience.
- 3) Students are more confident.
- 4) It is easier to remember lessons through direct experience.
- 5) The students can combine all their abilities in the drama.
- 6) Increase students' intelligence and imagination in drama.<sup>41</sup>

Furthermore, Chauhan teaching language through drama provides meaningful language product, this can improve students' linguistic abilities in learning. The drama involves students more actively and positively in the learning process.<sup>42</sup>

From the above, the researcher can be concluded that use drama in English teaching has some advantages. The drama in learning gives the students the same opportunity to involve in the learning process. benefits drama in the learning make the students actives speaking English in the classroom. It also gave a good effect on the students self-confident. Through drama in the classroom, the students can confidently to communicate.

Even though drama strategy affects building students' personalities, it also has disadvantages that should be known. Palvannazarovna mentions that The main issue is timeconsuming because it takes a good deal of time for both teacher and students to prepare for the activities and prepare and carry out the activities.<sup>43</sup> Moreover, it is difficult to control the class while other actions are taking place. Otherwise, creativity may be lost, there may be no activity at all levels, and sometimes there may be an embarrassment. At the same time, drama activities are not appropriate for large classes.

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<sup>41</sup> Desiatova, L. 2009. Using Different Forms of Drama in the EFL Classroom. *Humanisin Language Teaching*, (4). Retrieved June 26th ,2017

<sup>42</sup> Chauhun, V. 2004. Drama Technique for Teaching English. *The Internet TESL Journal*. Vol. X, No. 10

<sup>43</sup> Palvannazarovna, K. D. (2020). Using drama activities in Elt. *International Journal of Progressive Sciences and Technologies*, 25.



After obtaining information about the advantages and disadvantages of drama strategy in the classroom, students have to consider how to perform it properly. The teacher should also remind the students about the preparation to avoid unnecessary circumstances.

### **c. Steps of Drama Strategy**

Some things that educators can pay attention to in implementing drama strategies to speaking learning are as follows:

1. The teacher presents the idea, theme, or problem to the students, organizing any preliminary work and making sure that the students know precisely what to do.
2. The Students discuss in groups what they are going to do and exactly how they are going to do this.
3. The Students experiment the drama in groups with various interpretations.
4. The students showing their interpretation of drama to another group or the rest of the class.
5. The students may discuss their drama solution in groups.<sup>44</sup>

At the practice stage, the teacher acts as a guide, motivator and facilitator so that students are focused on understanding drama strategy and are excited about the process of learning and teaching activities.

### **d. Teaching Speaking through Drama Strategy**

According to Heldenbrand stated the drama is an activity that can provide students to participate in improving real communication and provide opportunities for students to practice language lessons in real life.<sup>45</sup> Drama strategy in language learning are used to interaction, group activities, improve the students' memory, and practice reading with expressions.

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<sup>44</sup> Holden, Susan (1981) *Drama in Language Teaching*. England: Longman,

<sup>45</sup>Heldenbrand, B. 2005. *Drama Techniques in English Language Learning*: Korea TESOL Journal, Vol.6 No.1

Holden suggests the following five-point plan for integrating drama activities into the lesson.<sup>46</sup> First of all, the teacher presents the idea, theme, or problem to the students, organizing any preliminary work and making sure that the students know precisely what to do. Then the students discuss in groups what they are going to do and exactly how they are going to do this. Thirdly, the students experiment in groups with various interpretations until they are satisfied with one. A possible fourth stage would consist of students showing their interpretation or solution to another group or to the rest of the class. Finally-or even in place of the fourth stage-the students may discuss their solution in groups or with the rest of the class.

Furthermore, Susilawati concluded there some steps to teaching drama in learning divided into four consisting of working on drama script, drama rehearsal, drama production, and drama evaluation.<sup>47</sup>

Working on drama script, the students must know the story in the drama to explore the role of each character. In addition, the students are also taught to find out the background of the story. Next drama rehearsal, before drama performance in the classroom students are asked to practice their pronunciation and understanding to ensure that students convey the correct dialogue. After rehearsal drama production, this step, the students convey dialogue with expressions that match the structure of the story line. The students present English drama in class with good pronunciation so that the teacher can assess the students' speaking performance.

### **3. Group Persentation**

#### **a. The Concept of Group Persentation**

Presentation is one form of communication to the public is an art to inform, convince, persuade, inspire, and entertain audiences.

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<sup>46</sup>Holden 1982: 14

<sup>47</sup>Susilawati, Ery. 2013. *Improving Students' Speaking Skill Using Drama at the Eleventh Grade Students of Language Class of Man Yogyakarta II in the Academic Year of 2012/2013*. Yogyakarta: Universitas Negeri Yogyakarta.

When students learn how to make an effective group presentation, they will develop the ability to communicate with others. In addition, Learning English will become easier and more effective for them. According to Emden and Beker, “developing the abilities to speak to an audience is one of the greatest benefits you’ll ever get from your time in further or higher education.”

According to Mandel the function of group presentation is attempts to answer the fundamental question of how to prepare and deliver an effective speaking.<sup>48</sup> Proven strategies are presented that will give a reader the necessary skills to give more confident, enthusiastic, and persuasive presentations. Topics covered are how to use body language effectively; how to organize thoughts and data for maximum impact; how to develop and use visual and graphic as well as (of course) how to deliver what you have prepared.

In the journal “Teaching Students How to Master Spoken Presentation Skills”, Sladana Živković relates the discussion of presentation with communication lessons as follows: Communication for professional purposes occupies a significant part of language teaching classes.<sup>49</sup> Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. Communication skills are required by students (future specialists) whether they are expected to give presentations.

### **b. The Advantages and Disadvantages of Group Presentation**

Here the advantages and disadvantages of group presentation on students' speaking skills are listed as follows:

#### Advantages

a. Group Presentation would make students' speaking skills higher because students are encouraged to discuss (Speak) things with their friends.

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<sup>48</sup>Mandel, S. (2000). *Effective Presentation Skill*. Boston: United States of America.

<sup>49</sup>Sladana Živković, Journal : *Teaching Students How to Master Spoken Presentation Skills*, ISSN 2239-978X, ISSN 2240 0524, College of Applied Technical Sciences & Faculty of Civil Engineering and Architecture, University of Niš, Serbia

b. Group Presentation would make students used to speak properly and clearly so they would becoming better and better.

c. Focus groups can be relatively low cost and provide quick results. The actual time and cost for planning, conducting, and analyzing data may be relatively small when compared to alternatives such as survey projects and individual interviews.

d. Focus groups are a flexible assessment tool. Interactions between the moderator and participants allow the moderator to probe issues in depth, address new issues as they arise, and to ask participants to elaborate on their responses.

c. Participants may be more comfortable talking in a group than in an individual interview. Interactions can generate more discussion and, therefore, more information.

There are still many reasons why presentation should be given to students. The potential benefits of students' spoken presentations include :

- greater class interaction and participation,
- increased interest in learning,
- new perspectives not covered otherwise, and
- improvement in communication and presentation skills.<sup>50</sup>

#### Disadvantages

- a. Groups can be difficult to assemble
- b. The group setting can influence the responses of individuals, which is problematic when a dominant member affects the outcomes.
- c. The small numbers in focus groups can limit the extent to which the results can and should be generalized.

Spoken presentations represent an opportunity for developing realworld communications as well as leadership skills . Among themany advantages of designing spoken presentations for students are :

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<sup>50</sup>Pollard, L. (2008). Lucy Pollard's Guide to Teaching English. London: University of London.

- bridging the gap between language study and language use
- using the four language skills in a naturally integrated way
- helping students to collect, inquire, organize and construct information
- enhancing team work
- helping students become active and autonomous learners.
- to develop learners' confidence that they can achieve communicative goals.<sup>51</sup>

### c. The Preparation of the Group Presentation

The following stages help the beginners much to build and develop their presentation skills as their first preparation. A good preparation will determine the success of presentation. Many group students fail in presentation because they neglect the basic preparations. V. Tkachenko suggests 5 clues of question words that will lead them to start the preparation of the presentation ; "why, who, where, how long, and what should they say"

- a. Why we are making this presentation? Do we need to inform, to persuade, to train or to sell? The objective of your presentation should be clear in your mind.
- b. Who we are making this presentation to? You should know who your audience is. How many people? Are they experts or non-experts? How much do they know already and what will they expect from you?
- c. Where we are making this presentation? You should know the venue. Will it be a small meeting-room or a large conference hall? What facilities and equipment are available? What are the seating arrangements?
- d. How long will this presentation be? You should know how much time you have.
- e. What should we say? You should think about the content.<sup>52</sup>

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<sup>51</sup>Phil Venditti, An Introduction to Group Communication, (New York: Creative Commons, 2012), pp. 29-32.

#### **d. Teaching Speaking Through Group Presentation**

Teaching speaking seems so difficult and challenging for English teacher. Speaking can be called as oral communication and speaking is one of skill in English learning. This become one important subject that teacher should give. That's why teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. In those meaning of teaching speaking, the teacher must pay attention of some important aspects include producing sentence, intonation, and rhythm. Those sound productions must be meaningful because it must be produced logically from thoughts. It will give an opportunity, useful. encouragement to speak and that teachers hope students can learn to speak by speaking.

In Joanna Baker and Heather West up activities like group presentation and answering questions in class gives students a chance to practice speaking ability, but sometimes only confident student take part. Many more students will be able to practice communicating when they work simultaneously in groups of up to five during the lesson. This activity should be planned for the phase of lesson.<sup>53</sup>

In generally, there are four steps in preparing effective presentation suggested by Tornbury and Biadoll as follow:

- 1) Plan is usually conclude like questions.
- 2) Prepare, people have to keep in mind like structure, prompt, visual aids, voice, appearance, style, and question.
- 3) Practice is an activity to rehearse all points what you are prepare, rehearse with all visual aids and hangout, rehearse to manage time, and rehearse in front of mirror or a friend. Because their practice make perfect.

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<sup>52</sup>Tkachenko , V. Iryna. Teaching Presentation Skills To Students Of Business English, Reader, Cherkasy Banking Institute of the University of Banking,NBU

<sup>53</sup>Joanna Baker and Heather West up, The English Teachers' handbook: How to Teach Large Classes with few Resources, (Continuum, Great Britain, 2000), p. 92.

4) Present is final. People have to make strong start, show your passion through your movement and gesture, make eye contact, and do not forget to smile as well. So, teaching learning process in the presentation skill is focus on the learners/students.<sup>54</sup>

Group presentation for language practice does not always mean learning a script by heart and performing it. Students can improvise and create a group for themselves, using language they have already learned. They need to do some preparation and many need to practice improvisation. They can do this preparation in group and perform their improvisation to other groups, to the rest of the class or even to the rest of the school.<sup>55</sup>

The research applies group presentation in teaching speaking consists of three parts. They are:

- a. The first stage is opening. The research prepares the students to study. After gaining the student's attention, the research tells them what they are going to do. The research then divides the class into groups of four to five students.
- b. The second stage is whilst activity. The research gives explanation on what the students should do with the topic. The topic is going to be discussed should have been studied before, so that students are familiar with the expressions and vocabularies the topic they are going to discuss.
- c. The third stage is post activity. In the last stage, the research gives other advance questions to each member of the group in order to check whether the students have mastered the materials they discuss in group presentation. And the research gives some feedback to the students.

This is the only way we can give our learners the opportunity to practice improvising a range of real life spoken language in the classroom, and is an extremely effective strategy if the students are confident and cooperative, but more inhibited or anxious people find group presentation learning difficult and sometimes even

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<sup>54</sup> Biadoll123.2014. "Effective Presentation Skill" Journal Education-Business: 1-30.

<sup>55</sup>Ibid.,p.93.

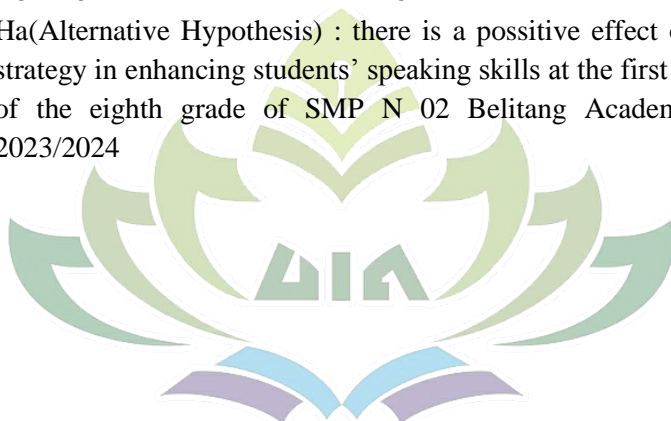
embarrassing, factors that can contribute to small group learning success are: making sure that language demanded is well within the learner's capacity, your own enthusiasm, careful and clear presentation and instructions. A preliminary demonstration or rehearsal by you together with a student volunteer can be very helpful.

## **B. Hypothesis**

Hypothesis of this research are:

H<sub>0</sub> (Null Hypothesis): there is no effect of drama strategy in enhancing students' speaking skills at the first semester of the eighth grade of SMP N 02 Belitang Academic Year 2023/2024

H<sub>a</sub>(Alternative Hypothesis) : there is a positive effect of drama strategy in enhancing students' speaking skills at the first semester of the eighth grade of SMP N 02 Belitang Academic Year 2023/2024





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