

**THE IMPLEMENTATION OF DRAMA AS A TECHNIQUE IN TEACHING  
SPEAKING AT THE FIRST SEMESTER OF THE ELEVENTH GRADE  
STUDENTS OF MA AL-HIKMAH BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**



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By:

Ahya Nuzul

NPM 1011040081

Study Program : English Education  
Advisor : Bambang Irfani, M.Pd  
Co- Advisor : Istiqomah Nur Rahmawati, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
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## **ABSTRACT**

### **THE IMPLEMENTATION OF DRAMA AS A TECHNIQUE IN TEACHING SPEAKING AT THE FIRST SEMESTER OF THE ELEVENTH GRADE STUDENTS OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

**By:**  
**Ahya Nuzul**

Speaking is one of the most difficult skills for students to master. In speaking, the students are expected to be able to use English as a means of communication because they have to express what they want to say in English. In this study, the writer used drama as a technique in teaching speaking. Drama can help students easier to acquire English because by following drama class, students have to be able to deliver the dialogues clearly in order to convey the message of the story. In this case, the object of this research was to know the process of teaching and learning speaking by implementing drama as a technique and the problems faced by the teacher and her students.

This research was conducted through qualitative method. The writer used purposive sampling technique to determine the research subject. In collecting the data, the writer used triangulation for the instruments of the research. They were observation, interview and questionnaire. For analyzing the data, the writer used data reduction, data display and conclusion drawing/verification.

Based on the data analysis, the writer found that the implementation of drama as a technique in teaching speaking was running well. The English teacher run the steps of teaching speaking using drama smoothly. During teaching and learning process, some students looked active and enjoyed the lesson. However, there were some problems faced by the teacher and her students. First, the teacher felt difficult in managing and controlling the classroom because the class was very noisy and not conducive when teaching and learning process. Second, there were some students who felt unconfident in speaking English. They also felt shy and afraid of making mistakes. It caused by they lack in pronunciation and vocabulary.

**Key Words:** *Drama, qualitative research, teaching and learning process, teacher's and students' problems*

## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Problem**

In rule of national education system No.20, 2004, it is written that Education is a conscious and planned effort to create an atmosphere of learning and learning process. So that, learners will actively develop their own potential to have the spiritual of religion, self-control, personality, intelligence, noble character, and skill needed for themselves, society, nation and state.<sup>1</sup> The human is demanded to get a decent teaching to create someone who has the character as mentioned in rule of national education system No.20, 2004. Everyone needs to get a decent education from an early age until he or she becomes an adult. One of the important lessons is to teach students about the language, be it our own language or a foreign language, so as someone that could be able to adapt to global competition because they can speak or communicate well.

Language is the most important medium of human communication and it cannot be separated from human's daily life. Every human has an ability to learn language, both native and foreign language. Native language refers to

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<sup>1</sup>*Undang-Undang Nomor 20 Tahun 2004 Tentang Sistem Pendidikan Nasional*, (Jakarta: Tamita Utama, 2004), p. 70.

language that has been learned by human since first time he/she can produce the language. In the other hand, foreign language refers to language that is learned by human with the assumption that the language has not been learned by those human before.

In our country Indonesia, one of the languages that belong to foreign language is English. English is only taught at the Junior High School until Senior High School. Therefore, English in kindergartens and primary schools is addressed as local content. However English language is very important that we teach or we introduce from kindergarten up to university level.<sup>2</sup> It means that learning English/foreign language is very important that we even have to introduce from early childhood until the students understands and can communicate well.

In obtaining the goal of teaching the English language has a learning process that is shown by the students, and the learning process that has a variety of methods and techniques of teaching. It is aimed to improve the students' achievement in English and enrich their knowledge, or even it will widen students' view of the world. Setiyadi states that language teaching is influenced by ideas on the nature language (language theories) and the learning conditions that make learners to acquire the language (learning

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<sup>2</sup>Vivian Cook, *Philosophical Investigations for Applied Linguistics*. (online), 2011, Available at: <http://homepage.ntlworld.com/vivian.c/Writings/Papers/EFLGoals.htm/> was accessed on April 2015.

theories).<sup>3</sup> The way the teacher delivers the material about English will affect the way the students learn the language. The fact that young children learn their first language with such speed and competence must mean that if the process can be better understood it should be possible to design experiences through which children learn a second language in much the same way as they learn their first language.<sup>4</sup> It means that the methods and techniques of learning a foreign language has a lot of ways that can be understood by the students so that students can easily absorb the methods and techniques taught by teachers.

English is the language consisting of many communicative aspects including four skills; listening, speaking, reading, and writing. Every skill has their own difficulties that commonly make the students think that learning English is difficult and boring, especially in learning speaking. In speaking, the students are expected to be able to use English as a means of communication because they have to express what they want to say in English. Nevertheless, it is not an easy job for the teacher to enable the students to speak in English because such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in the English class. Those

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<sup>3</sup>Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 200), p. 20.

<sup>4</sup>Joan, *Teaching English to Children from Practice to Principle*, (London: Pearson Education Group, 1984), p. 213.

factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.<sup>5</sup> It means that it has four English language skills; listening, speaking, reading and writing. And each skill has a level of difficulty of each and especially learning to speak it that makes most students are afraid or ashamed to learn.

Nowadays, in so much of the teaching learning process, the teachers sometimes fail to realize the importance of providing the students with direct experience. The teachers present the students with only the surface reality then wonder why the students forget the lesson easily. They also only give a kind of evaluation that measure whether or not the students have mastered the structural items of English, without considering whether or not the students have been able to use English as a means of communication. Maxon states that as soon as students feel confident that they can use English for whatever purposes they need, they often get on their lives.<sup>6</sup> The students will easily gain the lesson only when they are being involved in the actual experience, and would probably satisfy them not only intellectually but also emotionally as well, and possibly inspire in their feelings of empathy. They would be more likely to remember the meaning of the word as a result of the moment of

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<sup>5</sup>Juhana, 2012, Psychological Factors that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia), *Journal of Education and Practice* 3, 12. 100. Was accessed on April 2015. in <http://www.iiste.org/Journals/index.php/article/view/2887>

<sup>6</sup>Maxon, *Teaching English as a Foreign Language for Dummies*, (London: Wiley, 2009), p. 20.

direct experience. Hence, it is necessary for the teachers to provide such kind of activities that can attract the students to be involved in the direct experience.

One of the creative activities that can be done by the teachers is applying drama. Wessels found that using drama activities helped to bring written materials to life by infusing the lifeless print with feeling, imagination and thought for the learner, who became an active participant in the learning process.<sup>7</sup> Drama is about talking and acting. That is why drama can be used as one of many teaching techniques that commonly used in a classroom activity. Drama can help the students easier to acquire English because by following drama class, students have to be able to deliver the dialogues clearly in order to convey the message of the story. Drama was used in the process of acquiring English as the foreign language , especially to improve students' speaking ability. By conducting drama, it makes the students have a responsibility in delivering the message of the story. Hence, they have to speak to each other, even for the students who have not ever spoken English before.

Based on the above explanation, it is understood that drama is a unique technique used in the classroom activities in order to avoid students' boredom

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<sup>7</sup> Charlyn Wessels, *From Improvisation to Publication on an English through Drama Course*, (New York: ELT, 1991), p. 230.

for the students. This is because drama has six elements known as Freytag's pyramid that can help to encourage the students to speak. The six elements are exposition, exciting force, rising action, climax, falling action, and catastrophe.<sup>8</sup> After the teacher introduced those six elements, the students framed the stories into six parts and then they use the frame to speak. In this research, however, only five elements will be applied. Because most of the audience is able to capture the contents of a catastrophe or the flow of the drama and the message delivered in the play so no need for repetition of the flow or delivery of a message from the actor.

Drama is more than the representation of life and character through action and dialogue, for drama is also entertainment. That is why drama can be an interesting activity done in the classroom and can help to encourage the students to speak.

Based on the preliminary research conducted on Wednesday, April 18<sup>th</sup>, 2015 at the tenth grade students of MA AL-HIKMAH Bandar Lampung, it was found that the students' achievement in English, particularly in speaking, was still low. Most of the students still got difficulties in expressing their opinion, feelings or experiences orally. They really had a problem with their speaking ability. It has automatically influenced their achievement in English. As a

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<sup>8</sup>*Freytag's Pyramid*, (online), <http://www.vanschools.org/UserFolders%5Cbrownmg%5CPlotPyramid.pdf/> was accessed on 25 April 2014.

result, most of them got scores for their speaking test below the criteria of minimum mastery at the school, 73. This can be seen from the table below.

**Table 1**  
**The Students' Speaking Score at the First Semester of the Tenth Grade of MA AL-HIKMAH Bandar Lampung in the Academic Year of 2017/2018**

No.	Score	Number Of Students	Percentage
1	73	36	33.96%
2	<73	70	66.03%
		<b>106</b>	<b>100%</b>

Source: Nilai Speaking Kelas XI Semester 1 2015, Dokumen Nilai Bahasa Inggris Siswa XI MA Al-Hikmah Bandar Lampung

Based on the table above, it can be seen that there were more students who got lower scores or got scores below the criteria of minimum mastery (KKM) of the school, as 70 out of 106 students or 66.03% than those who got scores above the criteria of minimum mastery, as 36 students or 33.88% .

On the other side, from the result of interview to the English teacher, she said that ever used the drama in speaking class, but did not improve their speaking ability because there are a lot of students below the standard value. While Wasels found that using drama activities helped to bring written materials to life by infusing the lifeless print with feeling, imagination and thought for the learner, who became an active participant in learning process.<sup>9</sup> Besides, from the result of interview with the students, it was found that most of the students found difficulties in mastering speaking because they are not confident to speak English and they are afraid of making mistake.

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<sup>9</sup> Charlyn Wessels, *Op. Cit.*, p. 230.

Related to the problems faced by the teacher in teaching speaking and that faced by the students in learning speaking, the writer would like to do a research regarding to the teaching technique used by the teacher that can support her teaching of English especially for teaching speaking to the students. Thus the writer would like to see the implementation of drama as a technique in teaching speaking related to his research, through drama technique, the students will be involved directly in a class activity. They are simultaneously encouraged to pronounce the words correctly and fluently because being correct and fluent in performing drama is important to avoid miscommunication and misunderstanding between the performers and the audiences.

Drama technique also helps the students to get rid of boredom and being passive. In other words, the writer analyzed that the implementation of drama as a technique in teaching speaking to the students. Therefore, the writer entitled this research: *The Implementation of Drama as a Technique in Teaching Speaking at the first Semester of the Eleventh Grade Students of MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018.*

**B. Identification of the Problem**

Based on the background of the problem above, the writer identified the problems as follows:

1. Students have trouble in learning English, especially in the case of spoken English.
2. Students are not self-confident to speak English and they are afraid of making mistake.
3. Drama technique has been used by the teacher or school in MA-AL Hikmah.

**C. Limitation of the Problem**

Based on the identification above, the writer focused on the implementation of drama as a technique in teaching speaking and the problems faced by both the teacher and the students in the speaking class at the First Semester of the Eleventh Grade Students of MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018.

**D. Formulation of the Problem**

Based on the background and the identification of problem mentioned above, the writer formulated the problem as follows:

1. How is teaching and learning process in the speaking class at the first semester of the eleventh grade students of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018 by using Drama?

2. What are the problems faced by the students in learning speaking by implementing drama as a technique at the at the first semester of the eleventh grade students of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018?
3. What are the teacher's problems in teaching speaking by implementing drama as a technique at the at the first semester of the eleventh grade students of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018?

#### **E. Purpose of the Research**

The purpose of the research are as follows:

1. To know the process of teaching speaking by using drama.
2. To know the problems that faced by students process of teaching speaking by using drama.
3. To know the teacher's problems faced by the teacher teaching speaking by using drama.

#### **F. Uses of the Research**

The writer expected that there are at least two uses of the research as follows:

1. Theoretically, the result of this research can give information to the English teacher about teaching speaking through drama and give the motivation to the students in real communication and situation.

2. Practically, as information to the readers about the process of implementing drama in English speaking class.

#### **G. Scope of the Research**

The writer determined the scope of the research as follows:

##### 1. Subject of the Research

The subject of the research was the eleventh grade students of MA AL-Hikmah Bandar Lampung in 2017/2018 Academic Year.

##### 2. Object of the Research

The object of the research was The Implementation of Drama as a Technique in Teaching Speaking at the First Semester of Eleventh Semester of Grade Students of MA AL-Hikmah Bandar Lampung in the Academic Year of 2017/2018.

##### 3. Place of the Research

The research was conducted at MA AL-Hikmah on jalan Agung Gang Saleh No 23 Kedaton Bandar Lampung.

##### 4. Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Concept of Teaching English as a Foreign Language**

English is an international language and it is spoken by many people all over the world, so it is an important language. English is used to communicate to the world and it is very important to acquire science and technology. English is used as foreign language in Indonesia and it must be learnt by students in Indonesia to get science or other knowledge which comes from other countries easily.

Setiyadi states that “English is really a foreign language for language learners in Indonesia”.<sup>1</sup> It means that in Indonesia English is just learnt at school as compulsory subject. Students seldom use English in the society, because they usually use language based on their mother tongue. The most important thing in teaching English as foreign language is that the teacher should have a lot of preparation before teaching English. In teaching English, the teacher should speak English and use it as a part of teaching learning activity. By using the target language, the students will be familiar with the language. The teacher should give the motivation to the students and the teacher tries to arouse the students’ interest, involve their emotion. According to Paul English as the

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<sup>1</sup>Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 22.

foreign language refers to learning English by the students in a country where English is not the native language.<sup>2</sup> It means that the students who learn English at the school as compulsory subject.

In addition, Brown stated that teaching learning process will be successful if the students and the teacher take part together in the classroom hours.”<sup>3</sup> It means that the good of teaching and learning achievement will be a successful if the students and the teacher cooperate. Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand.<sup>4</sup> It means that by teaching someone get knowledge and understands about something given by the teacher.

## **B. Concept of Speaking**

Speaking is the verbal use of language to communicate with others.<sup>5</sup> Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must master their thoughts and encode those ideas in the vocabulary and syntactic structures of

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<sup>2</sup>Paul David, *Teaching English to Children in Asia*, (New York: Pearson Education, 2003), p. 1.

<sup>3</sup>H. Douglas Brown, *Principles of Language Learning and teaching*, (New Jersey: Prentice Hall, 1994), p. 121.

<sup>4</sup>*Ibid.*, p. 7.

<sup>5</sup>Fulcher, *Testing Second Language Speaking*, (New York: Pearson, 2003), p. 23.  
<http://publikasi.stkipsiliwangi.ac.id/files/2012/09/10220610-Ayu-Yuliawati.pdf/> [25 April 2014]

the target language. Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. According to Chaney and Gebhard, speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form.<sup>6</sup> It means that skills using verbal/word processing to communicate with others simultaneously and has a meaning that is called to speaking.

Speaking has important role in human beings life. Speaking is used for communication among people in a society in order to keep the relationship going well. Rivers states that through speaking; someone can express their ideas, emotions, attentions, reactions to other person and situation; and influence other person. In short, through speaking, someone can communicate or express what he/she wants from other and responds to the speaker.<sup>7</sup> Speaking or oral communication is two ways of process between speaker and listener involving the productive skill and receptive skill as well. The skills in language learning are divided into productive and receptive skills. Productive skills include speaking and writing, while receptive skills include reading and

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<sup>6</sup>Martha Chaney And David Gebhard, 1988, Theoretical of Speaking.  
<http://digilib.ump.ac.id/files/disk1/17/jhptump-a-istiatimus-848-2-chapter-i.pdf/> [ 25 April 2014 ]

<sup>7</sup>Wilga Rivers, *Teaching Foreign-Language Skills*, (Chicago: Press Books, 1968), p. 162.

listening.<sup>8</sup> It means that involves a two-way communication between the speaker and the listener process that involves productive and receptive skills.

Speaking is an activity involving two or more participants as hearers and speakers who react to what they hear and their contributions. Each participant has an attention or a set of intentions goal that he wants to achieve in the interaction. In speaking there is a purpose that has to be achieved by the speaker. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language.<sup>9</sup> It means that speaking activities that involve two or more participants so that each participant has a goal to be achieved in the interaction so that what is delivered structured.

In short, speaking can be defined as one way to communicate with other people by using certain language. Speaking should involve two participants at least, notice that English is spoken by at least quarter of world's population.

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<sup>8</sup>Guoqiang Liao, 2009, English language teaching. Improvement of Speaking Ability through Interrelated Skills, vol 2 (3), p. 13.

<http://www.ccsenet.org/journal/index.php/elt/article/viewFile/3688/3277/>[ 26 April 2014 ]

<sup>9</sup>Maryann Cunningham, Center for Applied Linguistics, 2008, What speaking is, In Washington. [http://www.cal.org/caela/esl\\_resources/digests/Speak.html/](http://www.cal.org/caela/esl_resources/digests/Speak.html/) [ 25 April 2015 ]

One can be a speaker and others can be listeners. In speaking, speaker should use good sentences in order to make the listener understand the information that is going to be delivered. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speaker's idea become real to him/her and his/her listeners.<sup>10</sup> It means that the talk should involve two participants at least one speaker and one as a listener, and speaking it is the process of conveying information, ideas and opinions or feelings to the audience.

Studying English without practice speaking is useless. Through speaking, one can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

### **C. Components of Speaking**

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of

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<sup>10</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2007), p. 343.

human communication.<sup>11</sup> Speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking. Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency.<sup>12</sup>

a. Comprehension

For oral communication, it certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. The students' ability are to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

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<sup>11</sup>David P. Harris, *Testing English as a Second Language*, (New Delhi: Tata McGraw-Hill Publishing Company Ltd. A, 1979), p. 81-82.

<sup>12</sup>Syakur, *Language Testing and Evaluation*, (Surakarta: Sebelas Maret Press, 1987), p.3.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. Point out that there are three areas a language teacher should know about in the pronunciation of English in addition to speed and volume which are intimately connected with meaning the sounds of the language, or phonology, stress and rhythms/intonation.<sup>13</sup> It means that certain sounds which produced in the mouth / pronunciation emphasize how sound is perceived by the listener is called pronunciation. And pronunciation in addition to speed, volume and sound meaning of the language teacher should know phonology, stress and rhythm/intonation.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a

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<sup>13</sup>Zepeda, 2004, English as a Second Language to Chinese Immigrant in New York, (New York: Universidad Autónoma del Estado de Hidalgo (UAEH).  
[http://www.uaeh.edu.mx/investigacion/icshu/LI\\_EnsLenguas/Bertha\\_Paredes/pronunciation.Pdf](http://www.uaeh.edu.mx/investigacion/icshu/LI_EnsLenguas/Bertha_Paredes/pronunciation.Pdf) [ 26 April 2015 ]

reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have a lot of time searching for the language items needed to express the message.<sup>14</sup> It means that fluency is the ability to speak clearly, fluently and accurately.

Based on the explanation above, it is necessary that the participants know that talk is one of the art of language that is often used by humans, by that because there are five components in the talk include: comprehension, grammar, vocabulary, pronunciation and fluency. Suppose for understanding communicate with others, the ability to speak the truth, the ability to speak with a kind word, the ability to adjust the speed and volume of the spoken communication and the ability to speak clearly, fluently and accurately.

#### **D. Concept of Teaching Speaking**

Spoken language is easy to perform, but in some cases it is difficult.<sup>15</sup> when people want to speak fluently, sometimes they get difficulties to do it.<sup>16</sup> In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

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<sup>14</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*, (New York: Longman Inc, 2001), p.4.

<sup>15</sup>*Ibid.*, p. 27.

<sup>16</sup>Anik Munjayanah, *The Implementation of Communicative Language Teaching Speaking at LIA Surakarta, An Ethnography*, (Surakarta: Muhammadiyah, University of Surakarta, 2004), p. 16.

- a). Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- b). Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- c). Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- d). Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to each other and of acceptable level of language accuracy.

Based on the explanation above, it is necessary that the participants know that speak successful it must meet the characteristics of a successful speaking activities such as: Learners talk a lot, Participant is even, Motivation is high and Language is of an acceptable level. Suppose participants should use the time to talk with the other participants or talk to the teacher, participants must actively talking because among the participants that one with the other participants have an equal chance to speak, the participants must have a high desire to motivate themselves in order to achieve the objectives of tasks and

language is an acceptable level by other participants, so participants must speak clearly and eloquently that can be understood by other participants.

### **E. Teacher's problem in teaching speaking**

In teaching process especially in speaking as a teacher usually find some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom, they are follows:

1. Students will not talk or say anything.

It can be solved by arranging the classroom desks differently, in groups instead of line. Giving positive feedback also help to encourage and relax shy students to speak more.

2. When students work in pairs or groups they just end up chatting in their own language.
3. When all students speak together it gets too noisy and out of hand and lose control of the classroom.<sup>17</sup>

Another way to discourage students' speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some

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<sup>17</sup> Alan Maley, Classroom Problems in Teacher British Council, available on: <http://www.teachingenglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems,elt,caracas,2004> [ 26 april 2015 ]

other problem that you can help them resolve. According to Ur, there are solutions to speaking problems as follows:

- a) Group work: working in group also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.
- b) Easy language: simple language can make the student easier to speak for longer without hesitation and gives them a sense of accomplishment.
- c) Interesting topic: choosing a topic according to the interests of the class ensures students motivation.
- d) Clear guidelines: feedback reveals the result of the discussion and motivates each student to follow guidelines.
- e) English monitor: a monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.<sup>18</sup>

Related to explanation above, the teacher is expected to be able to manage classroom. Then, the teacher can make some acts that can make the students are not noisy and feel ashamed, such as: first working in groups can help the shy students interacting more comfortable, second simple language can help the students more understand about the material. Third chose the interesting topic can make the students more interesting to the material. Fourth try feedback the student to reveals the result after discussion and motivates each

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<sup>18</sup> Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p. 121.

student to follow the guidelines, fifth monitoring the classroom is another way to discourage student speaking in their mother tongue. The teacher can monitor the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

#### **F. Students' Problem in Learning Speaking**

Usually students' problems in speaking activity come from the difficulties in speaking activity faced by students, such as the problems of them fear of making mistakes come from the skill factor of difficulties faced by students. It is supported by Thornbury states that the difficulties that learner speaker faces break down into two main areas<sup>19</sup>:

- a. Knowledge factors: the learners doesn't yet know aspects of language that enable production.
- b. Skill factors: the learners knowledge is not sufficiently automated to ensure fluency. As result may also be affective factors such as lack of confidence which might inhibit fluency.

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<sup>19</sup> Scott Thornbury, *How to Teach Speaking*, (Malaysia: Longman, 2005), p. 39.

According to Harmer there are three aspects of language enable production, they are: pronunciation, grammar, and vocabulary.<sup>20</sup> The aspects should be mastered by the students to improve their speaking ability. Besides that teacher also should be able to encourage the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with others in the class. So, they can be challenged to expose their ability in speaking support from their teacher. In this case the teacher may also give the opportunity to explore the students by giving a theme and students will be practiced using picture as a media, and also students can communicate in the target language.

According to Harmer, there are three basic reasons why teacher encourage students to do speaking task as follows<sup>21</sup>:

1. Rehearsal : giving student to have a free discussion and give chance for them to rehearse having discussion outside the classroom.
2. Feedback: speaking task where students trying to use all and any language they know provide feedback both teacher and students. Teacher can see how well their speaking and what language problems they are having, and also students can see how easy they find a particular kind of speaking and what they need do to improve.

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<sup>20</sup> Jeremy Harmer, *Op. Cit.*, p. 269.

<sup>21</sup> Jeremy Harmer, *How to Teach English*, new edition, (London: Pearson Longman, 2007), p. 123-124.

3. Engage: good speaking activities should be enjoyable and motivating if all the students are participating fully and if the teacher has set up the activity properly and then give sympathetic and useful feedback – they will get tremendous satisfaction from it. From the statement above, it is clear that good speaking activities should be enjoyable and motivating. Usually to motivate students so that more interest in learning English, teacher can be used technique or media. It is supported by Sujana who states that media can increase the students interest in learning.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Speaking skill namely the students interest the material and the media among other including the technique in teaching English. Many techniques can be applied including drama because many research findings say this technique is effective to use in teaching speaking.

## G. Concept of Drama

In Greek, drama comes from dra(n), meaning to do.<sup>22</sup> Drama is an adaptation, recreation and reflection of reality on stage and described on the next page drama is an imitation of life. And then, drama is different from other forms of literature because of its unique characteristics. It means that the activities must be performed on stage by reflecting adaptation, recreation and the reality of real life called drama.

Moreover there are many definitions of drama. Esslin in *Anatomy of Drama* has the following definitions of drama:<sup>23</sup>

1. Drama can be seen as a manifestation of the play instinct as in children who are playing mother and father.
2. Drama is something one goes to see, which is organized as something to be seen.
3. It is an enacted fiction an art form based on mimetic action.
4. In arts, drama is the most elegant expression of thought nearest to the truth (reality).
5. It is the most concrete form in which art can recreate human situation, human relationship.

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<sup>22</sup>Reuen Gandara Margarida, *Drama in Language Teaching Classroom*, (Michigan: Elras, 1990), p. 273.

<sup>23</sup>A.R. Yesufu, *Elements of Drama*, (National Open University: Lagos, 2008), p. 5.

Based on the explanation above, drama is a manifestation of instinct or someone thinking of what he saw and from what she thought then applied in the form of action and create an art and the role of human relations. For example, as children who were playing mother and father.

According to Aristotle's in Yesufu definitions sum up these and other numerous definitions of drama by different scholars. He defines drama simply as an imitation of an action. He links it to the mimetic impulse in human beings like children playing father and mother in a childhood play. This means that imitation is part of life. Human beings have the desire to imitate others, situations or events.<sup>24</sup> it means that drama are replicas or imitations of a life, a situation or event that is applied in the form of action.

However, Brecht in Yesufu insists that drama is not just an imitation of action, but a tool for the demonstration of social conditions. It is not just an entertainment but an instrument of political and social change. From these definitions, we can conclude that drama is a way of creating or recreating a situation, an articulation of reality through impersonation or re-enactment. An action becomes drama if it is an imitation of an earlier action real or imagined. For instance, the story of a hunter who goes to the forest, kills an antelope and takes it home even if he is dancing as he goes home, is not drama. It becomes

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<sup>24</sup>*Ibid.*, p. 5.

drama if the same story is reenacted maybe as part of a festival. In the later case, some people (actors) will represent the hunter and the antelope to the audience for entertainment or education.<sup>25</sup> It means that the drama is someone who plays and performed on stage and produce real art of life or displaying an imitation of real life.

Drama differs from role play. Role play is a type of drama activities. Harmer states that role play activities are those where students are asked to imagine that they are in different situations and act accordingly.<sup>26</sup> While Wessels says: “Drama is what happens when we allow our students to explore foundations of the surface reality. When we give them the background to a situation, or allow them to guess at it, we deepen their perceptions of the situation.”<sup>27</sup> it means that the role play are the parts of the drama within a drama because there is a role in which students act in different situations or to imagine a different situation.

When we ask, ‘how do you think he/she feels at this moment?’ How would you feel? What is he/she thinking?’, we unlock learners’ own feelings of empathy with the person or situation being studied. When we ask them to improvise a continuation of a story, to supply an introduction, or to offer alternative conclusion, we are stimulating their imaginations and their

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<sup>25</sup>*Ibid.*, p. 6.

<sup>26</sup>Jeremy Harmer, *Op. Cit.*, p. 347.

<sup>27</sup>Charlyn Wessels, *Drama*, (Oxford: Oxford University Press, 1987), p. 8.

intellects. And when, finally we ask students to 'get up and do it', we are rewarding their efforts with our interest and attention, and their enjoyment of the doing (for the most basic reward of drama is that it is fun to do) is the final consolidator. Drama as developing relaxation, trust, concentration, imagination and awareness of one's self and social world.<sup>28</sup> It means that the drama that requires students to improvise on a role and conclude a story as with the imagination and intelligence they will be stimulated.

It is necessary to have a closer look at the term drama and its place in teaching a foreign language. Drama can make for engaging and creative learning.<sup>29</sup> Drama in this context does not mean a classical play or a theatre performance. While it does not exclude the elements of a play or a performance it also includes a number of other aspects. Drama thrives on action. The term drama is used at the following three different levels: performance, composition, branch of literature.<sup>30</sup> It means that learning a foreign language using the play is very interesting and creative because it uses three levels such as performance, composition and literature branch.

Process Drama is a set of drama skills and a methodology used to explore themes, issues and curriculum content. When Process Drama conventions are

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<sup>28</sup>John Somers, *Drama And Theatre In Education*, (London: Proof, 2007), p. 11.

<sup>29</sup>Michael Anderson, *Drama Education With Digital Technology*, (London: Continuum, 2009), p. 6.

<sup>30</sup>A.R, Yesufu, *Op. Cit.*, p. 4.

integrated for meaning-making, it often results in a 'structured improvisational activity in which teachers and students jointly contract to an imaginary world.<sup>31</sup> It means that the process requires students to improvise a drama about the roles performed because the play is full of imagination.

When you think about it, drama is a method to reveal aspects of the human condition, life is nothing more than a grand series of improvisations.<sup>32</sup> So much so students can comprehend and understand, by using methods of play she should be able to portray what he get in drama. And indirectly students to new vocabulary and students are required to be able to pronounce fluently and correctly.

Drama is multi-modal art form and necessarily requires student to use visual image, movement and sound as well as word. The means, in practice, that participants in drama use its visual, kinaesthetic, aural and verbal qualities to shape, symbolize and represent thoughts and feeling into dramatic structures, genres and forms which are recognizable to others.<sup>33</sup> Drama is an imitation of life. Drama is different from other forms of literature because of its unique characteristics.<sup>34</sup> It means that the play activities mencakup visual images,

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<sup>31</sup>John Somers, *Op. Cit.*, p. 19.

<sup>32</sup>Price Pamela, *Creative Play Production In The Classroom*, (Yale: Yale Publishers, 1980),  
[Http://iteslj.org/Articles/Boudreault-Drama.html/](http://iteslj.org/Articles/Boudreault-Drama.html/) [ 26 April 2014 ]

<sup>33</sup>Helen Nicholson, *Teaching Drama*, (New York: Continuum, 2000), p. 3.

<sup>34</sup>A.R. Yesufu, *Op. Cit.*, p. 4.

movement and sound because the drama is an imitation of life and different from other forms of literature.

Drama as developing relaxation, trust, concentration, imagination and awareness of one's self and social world. With these skills, the child is better able to work collaboratively with others in the classroom.<sup>35</sup> Through the mid 1960s and early 1970s book after book professed to demonstrate how Drama in Education developed 'self-confidence', or encouraged 'personal awareness and an awareness of others' or taught students how to co-operate in groups, or fostered qualities of 'tolerance and understanding', or helped children become more 'selfdisciplined'.<sup>36</sup> Overall, drama can increase confidence, poise, and comfort in interpersonal relations, as long as it offers opportunities safely to work out real-life issues.<sup>37</sup> it means that the drama that teaches students to have a high confidence that the students are able to convey the knowledge that he had to others.

Teaching Drama to large groups places a number of demands on the teacher.

When teaching drama we can expect:<sup>38</sup>

- a fairly high level of conversational noise

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<sup>35</sup>John Somers, *Op. Cit.*, p. 11.

<sup>36</sup>*Ibid.*, p. 20.

<sup>37</sup>Reuen Gandara Margarida, *Op. Cit.*, p. 274.

<sup>38</sup>British Council, *Teaching English through Drama*, (Canberra: EDB, 2008), p. 2.

- different groupings, with students standing, moving, sitting, and using space to express themselves
- different groups working at different paces towards different goals

Based on the explanation above, it is necessary that teachers in teaching drama requires students actively talking, communicating with others and confidence so that the students will be used to speak and actively speak the foreign language.

Several scientific investigations have demonstrated that creative, instructional and educational drama activities have positive contributions to the general education process and that these activities improve speaking skills.<sup>39</sup> Drama is used to inform, to educate to entertain and in some cases to mobilize the audience.<sup>40</sup> It means that the use of drama can improve speaking skills because in the process of drama can inform, entertain and educate to convey the words that can be directly captured by the students.

A primary goal of drama is to develop participants' critical thinking skills which inevitably leads to change in understanding. This focus is aligned with

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<sup>39</sup>Ulas, 2008, Effects of Creative, Educational Drama Activities on Developing Oral Skills in Primary School Children, [online], vol 5 (7), 87 halaman [Http://The+Scope+Of+Creative+Drama+May+Be+Briefly+Explained+Through+Six+Learning+Principles](http://The+Scope+Of+Creative+Drama+May+Be+Briefly+Explained+Through+Six+Learning+Principles). [ 26 April 2014 ]

<sup>40</sup>A.R. Yesufu, *Op. Cit.*, p. 3.

the school's goal to create change through education.<sup>41</sup> It means that the purpose of drama aligned with school goals as to develop the skills, critical thinking and the students think will lead to a change in the understanding

Process Drama methods encourage students to play multiple roles, engage in improvisations as a whole group simultaneously and come in and out of role for reflection, While Process Drama is almost entirely improvised, it usually starts with a pretext. The pretext refers to the inspiration for the drama that allows teachers to consider how they will establish location, roles, circumstances, atmosphere and the initial action. Critical thinking is an outcome of Process Drama that young students can build upon as they face more complex developmental tasks, both on cognitive and affective levels.<sup>42</sup> It means that the drama was to establish unity and mutual help foster a sense of responsibility of the student to be able to play a role in the way it so that students can think critically with the task in the failure

Wessels found that using drama activities helped to bring written materials to life by infusing the lifeless print with feeling, imagination and thought for the learner, who became an active participant in the learning process. Providing students the opportunity to place themselves directly in the learning

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<sup>41</sup>John Somers, *Op. Cit.*, p. 1.

<sup>42</sup>*Ibid.*, p. 23.

experience greatly improves their comprehension.<sup>43</sup> It means that the use of drama to train students can think critically and imagination for using drama students can be directly involved in the learning process so as to improve their understanding

It cannot be ignored that creative/educational drama activities have an effect on developing language skills, as well as contributing more generally to the education process. Maley and Duff explain some characteristics of drama activities that may be considered advantageous in developing language skills.<sup>44</sup> Drama can help the teacher achieve reality in several ways: By making learning the language an enjoyable experience, by setting realistic targets for the students, by creatively slowing down real experiences and by linking the language-learning experience with the student's own life experience.

Based on the explanation above, the writer concludes that the teacher needs a technique for teaching speaking the students. In this case, the teacher can use drama as a technique in the teaching of speaking. This technique is a part of learning strategies that enables students to improve their speaking ability.

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<sup>43</sup>Charlyn Wessels, *Op. Cit.*, p. 10.

<sup>44</sup>Maley and Duff, *Drama Techniques in Language Learning*, (Cambridge: a Resource Book for Communication Activities for Language Teacher, Cambridge University Press, 1982), p. 203.

## H. Concept of Teaching Speaking through Drama

Activities are often carried out in schools to improve students' ability in speaking English it is usually with the use of poetry, storytelling, rhymes, singing, theater and drama english. but most often taught in school - and the schools and the most effective and frequently in The show it is drama. Because the Drama is a valuable tool which contributes to general intellectual growth and personal development.<sup>45</sup> It means that drama is the most important techniques for the development of self-esteem, because students can be directly involved and practicing daily life.

Drama in education or in school it can be taught in different ways or packaged as attractive as possible so that pupils or students get motivated him to learn. So students active and pasive or difficulty in learning to understand that learning English can be made interesting and fun. Drama functions as a way of making the world simpler and more understandable.<sup>46</sup> So, as though the students like to play but to learn to play from living in a real life situation. And this can affect their learning reactions in daily situations - day. And through drama, their imagination and their skills can be developed. Drama is to help them increase their awareness about human reactions to certain circumstances. Speak or communicate is the most important thing in the

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<sup>45</sup>Measunactha, *Drama*, (London: NCCA, 2004), p. 3.

<sup>46</sup>*Ibid.*, p. 4 .

drama because the communication or speaks good teacher can know how far students studying English. And with drama students can also convey a message with gestures and facial expressions that can provide clear impression or thought they convey.

### **I. Procedure Implementing Drama in the Classroom**

Nigel illustrates that although it is always an option to perform a published play, there are many advantages to having students write their own scripts: it's a valuable writing assignment, the students are more invested in their plays, there will be less adaptation necessary as the plays will be written with the actors and facilities in mind, and finally the play will be more accessible to a non-native speaking audience. Here is a suggested procedure applying drama in the classroom.<sup>47</sup>

1. Working in small groups, students brainstorm ideas for plots. I give them options, such as a modernized fairy/folk tale (*Cinderella* is always the most popular choice!), expanding a class improvisation, a play about their school, adapting or parodying a famous story/book/movie. Remind your students that the play must be original: they cannot just reproduce their favorite movie! The group writes a one page plot summary, describing roughly what's going to happen.

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<sup>47</sup>Nigel, *Effective Uses of Drama in the Language Classroom*, (New York: A.W Spalding Elementary, 2005), p. 3.

2. After revising their plot using the teacher's feedback, groups finalize the characters and the plot, writing out a "story board" of the action from start to finish. They divide this story board into sections or scenes, and each student writes the script for one section or scene.
3. The scripts are collated and shared, the group edits the complete script and the teacher offers linguistic and dramatic feedback. The script is revised until it is in a performable state, but may be altered during the rehearsal process.
4. Students rehearse their plays in and out of class, with help from the teacher on pronunciation and intonation (etc). They collect or make props, costume and set. Be sure to hold one or more dress rehearsals in class so that you can "direct" them (and check they have correctly memorized their lines).
5. Opening night! Plays can be performed at a talent show, for parents, or just in front of another class. Video tape the performance so that the actors can review and evaluate their performance.
6. Evaluation. This depended on the objectives and standards of your course, but evaluation criteria could include the script, the performance, teamwork and overall effort.

Related to the explanation above, procedures for application of the drama of which students work group chooses a theme and a title to be displayed, the students revised about the title and theme that has been displayed and divide the manuscript to a friend of the group, the students understand the script

portraying and asked the teacher to revise about script, students train themselves with the script that he gets and prepare all the attributes portraying, or demonstrates played a drama that has been prepared in the classroom or in front of his friends, and the last teacher to evaluate the results of the drama that has been performed.

**J. The Aims of the Implementing Drama as a Technique in Teaching Speaking**

The Aims of the Implementing Drama were:

1. To enable the child to become drama literate.
2. To enable the child to create a permanent bridge between make-believe play and the art form of theatre.
3. To develop the child's ability to enter physically, emotionally and intellectually into the drama world in order to promote questing, empowering and empathetic skills.
4. To enable the child to develop the social skills necessary to engage openly, honestly and playfully with others.
5. To enable the child to co-operate and communicate with others in solving problems in the drama and through the drama.
6. To enable the child to understand the structures and modes of drama and how they create links between play, thought and life.
7. To enable the child to acquire this knowledge of drama through the active exploration of themes drawn from life (past and present), whether they have

their source in other curriculum areas or in general areas relevant to the child's life.

8. To enable the child to begin the process of translating a knowledge of drama into the active exploration of life themes from drama literature, leading to the appreciation of world drama culture.
9. To form the criteria with which to evaluate the drama texts, written or performed, to which he/she is continually exposed.<sup>48</sup>

Based on the explanation above, the purpose of drama is to introduce drama to students, introduce forms of the game can be made into a theatrical art, develop thought patterns child to be active in learning, developing social skills children to be honest, open and able to get along with others, to train children to can work together and communicate well in solving the problem, knowing that the drama associated with life real, increase knowledge of children through drama child may think active and imaginative, to train children to be able to explore on the theme chosen so that children can think ahead and lead to an appreciation of world drama culture and establish criteria in order to evaluate the drama texts displayed.

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<sup>48</sup>Dublin, *Drama Arts Education*, (Sydney: Molesworth, 1999), p. 8

## **K. The Advantages and Disadvantages of Implementing Drama as a Technique in Teaching Speaking**

The Advantages of implementing drama as a technique in teaching speaking

Hafeez states that there are nine several advantages of teaching speaking through drama which include:

1. Drama is fun.
2. Drama is a relaxed and informal way to learn English.
3. Drama helps to learn new vocabulary and expressions in their proper environment.
4. Drama helps in proper pronunciation and intonation in English
5. Drama builds confidence in the learner's ability to speak English.
6. Drama builds a better understanding of culture
7. Drama motivates the student of English
8. Drama removes the focus from English textbook
9. Drama involves the whole person as a total physical activity<sup>49</sup>

Based on the explanation above, the advantage of implementing drama as a technique in teaching speaking which include which drama teaching is fun, easy to understand and more relaxed and not focused on text books so that students are not pressured by teaching.

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<sup>49</sup>Hafeez, *Impact of Dramatics on Composition Skills of Secondary School English Language Learners in Pakistan*, (New Delhi: India Press, 2010), p. 3.

The disadvantages of implementing drama as a technique in teaching speaking  
Vachova states that there are three several disadvantages of teaching speaking through drama which include:

1. The lack of experience plays an important role.
2. Teachers have limited resources available when they want to prepare drama based lessons.
3. Students reluctance to participate in drama oriented activities.<sup>50</sup>

Based on the explanation above, the disadvantage of implementing drama as a technique in teaching speaking which include which the reluctance of teachers to play a role in the drama because there are many teachers who do not know the techniques of drama and considers drama only a show, the limited or lack of teachers of drama and the reluctance of students to follow the drama because of the lack of knowledge of students about drama.

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<sup>50</sup>Martina Vachova, 2012, *The Use of Drama Techniques in Teaching Adult EFL Learners*, (London: Thesis, Faculty of Education, Masaryk University Brno, Unpublished)

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this reaserch, the writer used qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral form of written words or oral forms from the subject and its behavior that can be observed. Therefore, the goal of the research is an individual understanding and its background completely.<sup>1</sup> It means that Qualitative research is research that resulted in the written word of the subject that we observe.

In this research the research analyzed the success rate of an implementation of certain treatment. It is not focused on the achiement of students in grade but focus on how the implementation takes place.

Setiyadi states that focused description is a researcher collect the data based on the data category that has been prepared before collecting the data.<sup>2</sup> With the focus on qualitative research, the writer arranged the data needed based on the category.

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<sup>1</sup>Ag. Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p .219.

<sup>2</sup>*Ibid.*, p. 232.

## **B. Research Subject**

The writer selected the participants who know the phenomenon of the problem. The writer used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn of understand the central phenomenon.<sup>3</sup> According to Arikunto, purposive sampling technique is a sampling technique which is done because some causes, such as the researcher has particular purpose towards the sample and very limited time and funding.<sup>4</sup> In this research, the writer took MA Al-Hikmah Bandar Lampung as the subject of the research.

The subject of the research was the English teacher and the students of the second semester of the eleventh grade of MA AL-Hikmah Bandar Lampung. In this case, the writer chose XIA1 class. It causes the class active in teaching learning process. And the other, the student have the same capability as the other.

## **C. Data Collecting Technique**

In collecting the data, the writer used three kinds of instrument. They were: observation, interview and questionnaire. Observation was conducted to get the data of certain activity. Interview was used in collecting the data from

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<sup>3</sup>John W. Cresswell, *Educational Research Planning Conducting and Evaluating Qualitative and Quantitative Research*, (Boston: Personal Education, 2002), p. 205.

<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: Rineka Cipta, 2002), p. 127.

the teacher. The questionnaire was given to the students to confirm the answers given by their teacher.

## 1. Observation

Observation was conducted in this research to observe every activity that happens in the class and the record it using observation sheet. It done for several times to complete the data needed. Arikunto states that the most effective way of observation by using observation forms as instruments.<sup>5</sup> The observation form included measurement of the activity in teaching learning process. The factor that will be measured are activity and respon of the students. Setiyadi states that the purpose of the observation is to describe the situation that we observe, the activity happen in the process, subject that takes part in an activity, the corelation between situations, between activities and between the subjects.<sup>6</sup> The factors that observed in this research is the situation and activity that happened in the research process.

In this research, the writer observed the learning process and drawing conclusion of whatever happens in learning process using drama. the writer used observation because observed how drama as a technique is implemented in the process of learning speaking. Then, the writer also observed whether or not the students have difficulties in their pronunciation, fluency, and also their comprehension during the process of speaking using drama.

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<sup>5</sup>*Ibid.*, p. 249

<sup>6</sup>Ag. Bambang Setiyadi, *Op. Cit.*, p. 239

**Table 2**  
**The Specification of Observation**

<b>Subject</b>	<b>Pointer</b>	<b>Aspect</b>	<b>Total Items</b>
Pre-activity	Determining the object/material that will be observed	Process	5 items
	Giving instruction to the students what are they have to observed		
	By using media for delivering material when observation		
	Giving the explanation of learning objectives		
	Teacher gives brainstorming to the students		
Main Activity	Stimulate the students to active in discussing about the topic	Process	7 items
	Teacher ask the class to work in group		
	Teacher gives time limit to the students to guess the word		
	The students give responds in learning speaking through drama		
	The teacher explain the rules of how to play the drama		
	The students practice		
Post Activity	Teacher gives feedback to the students in learning speaking through drama technique.	Process	3 items
	Teacher reviews/evaluates any errors to the students		
	Teacher close the lesson		
Teacher	The teacher's effectiveness in manage the classroom (they know how to put students into groups, or when to start and finish an activity)	Teacher's problem	5 items
	The teacher does not walk side to side when teaching or explain the material		
	The teacher does not pay attention when team of students practice the drama in front of class		
	The teacher's voice cannot be heard by the students at the back of class		
	The teacher lack of knowledge when the question relevant with the material being discussed		
Students	The students lack of grammar	Students' problems	7 items
	The students lack of vocabulary		
	The students hard to pronoun the word correctly		
	The students' fluency in speaking English		

	Some students could not think what they want to say		
	Some students could not participate in learning process		
	The students could not understand the meaning of the word		

Based on the table above and after a writer doing reseach liminary Pree students become more enthusiastic about learning English, especially speaking, after the author gives advice and motivation to the students, that learning English speak it especially easy provided it is not shy to speak in public. And the author introduces and teaches drama techniques for students to easily learn to speak English so that students are motivated and eager to learn English, especially speaking.

Nevertheless, before the teaching and learning process began, the writer prepared the observation sheet. The observation sheet consists of field note and observation checklist (see in appendix 7)

## 2. Interview

In this research, the writer conducted the interview. This interview was used to confirm the data got from classroom observation and to get certain information needed. Davis states that interview is one of techniques in collecting data by interviewing orally or using written media.<sup>7</sup> In this research, the writer interviewed the teacher. The writer used guided interview in which the writer already prepared several question as guideline

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<sup>7</sup>Paul Davis, *The Art of Interview*, Beddington Community Press, London, 2005, p.1

for the interview. Setiyadi states, the topic of this kind of interview has been prepared by the writer even though in the process he can be more flexible to get the data according to the situation and condition of the participant, the question in this kind of interview have been prepared therefore the subject got the same question.<sup>8</sup>

The interview used in collecting the data from the teacher. The teacher asked about their opinion of the process including problems faced in the use of drama. This process gived so many advantages to the writer to get authentic response from the respondent and the respondent is free to give his/her statement based on his/her opinion, experience and motives in the open-ended interview.

**Table 3**  
**Specification of Interview**

Subjects	Pointer(s) of Questions
Pre-activity	<ol style="list-style-type: none"> <li>1. Asking the teacher whether drama can stimulate the students in learning speaking. <ul style="list-style-type: none"> <li>• <i>Do you think that drama can stimulate the students in learning speaking?</i></li> </ul> </li> <li>2. Asking the teacher whether drama can motivate the students. <ul style="list-style-type: none"> <li>• <i>Do you think that drama can motivate the students?</i></li> </ul> </li> <li>3. Asking the teacher difficulties in applying drama in teaching speaking. <ul style="list-style-type: none"> <li>• <i>Did you find difficulties in applying drama in teaching speaking?</i></li> </ul> </li> </ol>
While-activity	<ol style="list-style-type: none"> <li>4. Asking the teacher problems that are faced by the students in learning speaking through drama. <ul style="list-style-type: none"> <li>• <i>What problems faced by the students in learning speaking through drama?</i></li> </ul> </li> </ol>

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<sup>8</sup>Gregory Brian, *Insight of Qualitative and Quantitative Research*, (New Jersey: Jersey Press Inc, 2003), p. 58.

Post-activity	<p>5. Asking the teacher solutions of the problems in teaching speaking through drama.</p> <ul style="list-style-type: none"> <li>• <i>What are the solutions of the problem in teaching speaking through drama?</i></li> </ul> <p>6. Asking the teacher solutions of the problems faced by the students in learning speaking through drama.</p> <ul style="list-style-type: none"> <li>• <i>Do you have any solution of the problems faced by the students in learning speaking through drama?</i></li> </ul>
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Based on the table above authors conducted interviews to the teacher to get the data or information problems, techniques and solutions that teachers face when doing drama techniques in the classroom.

### 3. Questionnaire

The writer gave questionnaire to the students. Brian states that questionnaire is printed form for data including question or statements to which the subject were expected to respond.<sup>9</sup> In this research the questionnaire that the writer used closed-ended questions.

Direct relationship between the subject and writer needed to get some information which supported the data. The writer gave the questionnaire to the students in order to know the further opinions and to know the aspect that may influent the student ' learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the writer finds out the respond of the students toward the teaching and learning process. Meanwhile, the questionnaire was developed based on the following specification:

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<sup>9</sup>*Ibid.*, p. 58.

**Table 4**  
**Specification of Questionnaire**

Factor (s)		Indicator	Number of Items	
<b>Intellectual</b>	<i>Knowledge</i>	Vocabulary	The students lack of vocabulary	8
		Pronunciation	the students hard to pronoun the word correctly	5
	<i>skill</i>	Fluency	The students fluency in speak English	2
<b>Individual learners' personalities</b>		Inhibition	Learners are often inhibition about trying to say things in a foreign language worried about making mistakes, fearful of criticism or losing face, and simply shy of the attention that their speech attracts	6,7,9,11
			The students like and dislike in learning English	1,4
		Practice	The students practice in speak English	3
		Nothing to say	The students cannot think of anything to say	10

Based on the table above, the writer asked this question to the students so I know the problems faced by students when using the drama in learning speaking.

#### **D. Research Procedure**

1. Finding the subject of the research. The population was the eleventh grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018 and the English teacher. Then, the writer took a sample out of the whole population. In this case XI.AI

2. Doing observation and taking notes on any cases taking place during the implementation.
3. Giving the questionnaires and observing the students filling in the questionnaires.
4. Having an interview about drama with the English teacher and students after the implementation is over.
5. Analyzing the notes taken from the observations, interviews, and the questionnaires.

#### **E. Trustworthiness of the Data**

In the qualitative research, the writer revealed the data as the real of the subject. This qualitative research used some methodologies to keep the credibility of the data in order to have more accurate conclusion. To make the data valid, triangulation was employed. Setiyadi states that “Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Since the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough”.<sup>10</sup>

In this research, the writer used three triangulation, they are method triangulation, time triangulation and data sources triangulation. In method triangulation, the researcher used three data collecting techniques; they are observation, interview and questionnaire. The observation is focused on the implementation of drama at the second semester of the eleventh grade of MA

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<sup>10</sup>*Ibid.*, p. 246.

Al-Hikmah Bandar Lampung . The questionnaire And the interview was done by English teacher. It means the data sources triangulation are employed. The observation was done more than one time. It means that time triangulation is employed in this research. By applying these three triangulations, the writer was expected the result of the research consist for the same data because the data are collect more than one time and than one data source.

#### **F. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis is conducted to create understanding of the data and to enable the writer to present the result of this research to the readers. In this research, the writer analyzed the data in qualitative descriptive with the following steps :

##### **1. Data Reduction**

The reduction of the data in the research means as the process of selecting, abstracting, and simplifying the data gained from the note of the interview and observation. Then, this summary was analyzed to seek the important information, group the data, and select the data needed and arrange the data to the proper format so that it can give a meaningful result and conclusion.

##### **2. Data Description**

The next step was to describe the data gained from the result of data reduction. The information gained from observation, interview, and

documentation was gathered and organized according to the research focus.

From the display, the next conclusion and verification was applied.

### 3. Data Conclusion

The last step in analyzing the data was concluding the data and verifying the data. In this step, the writer avoided any one-sided impression and stay openly so that he was really came up with a clear, explicit, and grounded conclusion.<sup>11</sup>

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<sup>11</sup>Sugiyono, *Op. Cit.*, p. 246.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Research Procedure**

The writer did the research through observation, interview, questionnaire, and documentation. He found out some results of the research in the process of using drama as a technique in teaching speaking at MA Al-Hikmah Bandar Lampung.

In investigating the process of drama as a technique in teaching speaking the writer used four instruments in collecting the data. They are observation, interview, questionnaire, and documentation. The research was conducted in two sessions. The instrument of the research which were consisted of observation, interview, questionnaire, and documentation had been done to know the process of teaching speaking by using drama as a technique, the problems faced by the teacher in teaching speaking by using drama as a technique, and the problems faced by the students in teaching speaking by using drama as a technique.

In the observation, the writer observed the process of using drama as a technique in teaching and learning activity in the class by observing both the teacher and the students. Then the writer gave questionnaire to the students to know their responds of the implementation of the research and also the problems they faced in the process of teaching and learning process.

Next was interview. The writer interviewed the English teacher to confirm the data gained from the observation and questionnaire.

The research was conducted at MA Al-Hikmah Bandar Lampung in the first semester of the eleventh grade started from October, 23<sup>rd</sup> 2017 up to November, 2<sup>nd</sup> 2017. In this research the writer enclosed the data and planned schedule of work as follows:

1. On Monday, 23<sup>rd</sup> October 2017 at 09.15 Am. The writer met the headmaster of MA Al-Hikmah Bandar Lampung to get permission to do the research at that school. Then the writer met to English teacher (Miss. Sherah Putri Aulia, S.Pd) to discuss the schedule to do the research.
2. On Tuesday, 24<sup>th</sup> October 2017, at 08.30 a.m. The writer conducted the advanced discussion to the English teacher were talking about schedule and material of the research.
3. On Wednesday 25<sup>th</sup> October 2017, at 10.15 a.m. The writer conducted the first observation or the first meeting.
4. On Thursday 26<sup>th</sup> October 2017, at 07.15 a.m. The writer conducted the second observation or the second meeting.
5. On Tuesday, 31<sup>st</sup> October 2017, at 08.30 a.m. The writer conducted the interview to the English teacher
6. On Wednesday 1<sup>st</sup> November 2017, at 10.15 a.m. The writer gave questionnaire to the students.

## **B. Data Analysis**

After collecting the data, the writer analyzed the data which were collected from observation, interview, documentation, and questionnaire. According to Miles and Huberman, there were three major phrase of data analysis, those were: data reduction, data display, and data conclusion.<sup>1</sup>

### **1. Data Reduction**

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>2</sup> In this case, the writer selected which data that were used in his research. There were four instruments to collect the data: observation, interview, questionnaire and documentation. The writer became the key instrument in this research, whereas aforementioned instruments became the supporting instruments. In this step, the writer analyzed the data based on each instrument.

#### **1.1 Observation**

The writer employed an observation to collect the data (see appendix 6). This data were used to know whether the procedure of teaching that used by English teacher based on the criteria of theory.

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<sup>1</sup>Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis*, (London: Sage Publication, Thousand Oaks, 1994), p. 12.

<sup>2</sup>*Ibid.*, p. 13

The observation was started on October, 25<sup>th</sup> 2017 until October, 12<sup>th</sup> 2017. In this case, the writer observed the teaching and learning process by implementing the drama as a technique in teaching speaking. During observing the teaching and learning process, the writer also observed the problem that faced by the English teacher and his students. Before doing an observation, the writer prepared the observation field note and documentation to know the teaching and learning process. This observation was conducted in teaching and learning speaking activities. The data of observation has been identified as the following discussion

a. First meeting

In this meeting the teacher introduced about drama to the students. The teacher related it to the topic about history of Toba Lake. Before teaching and learning begin, the teacher prepared the teaching material such as script of drama for each student.

In starting the class, the teacher greeted the students warmly and asked some question related to their condition at that time. Then the teacher checked the attendance list.

After that the teacher delivered a little explanation about drama to the students. Then the teacher guided the students to make some groups and gave the script of drama to each group.

In the first step, the teacher delivered a little explanation about the topic of material. She told about the definition, meaning, function and the purpose of

drama. Then, the teacher guided the students to discuss and find the part of the story such as plot and character of each actor in the story. Then the teacher told the synopsis about the story. In this case, the story was about Lake Toba.

Second, the teacher gave five minutes to the students to read and understand the script of drama, then the teacher guided the students to find some word that unfamiliar and difficult to pronounce such as; the word “definitely”, “witchcraft” and so on. The teacher and students together in work discussed that story. Some students looked active and enthusiastic to pay attention what the teacher say.

Then the teacher asked some students trying to practice the script of drama in front of the class. They looked enjoy in following the learning process in the class. But, some of students were still looked shy to speak up. In this section, the class was very busy and noisy because everyone spoke each other. It made some students lose control and were not conducive. The writer also saw and felt that some students at the back of class cannot hear the teacher’s voice.

During teaching and learning process the teacher sometimes walked around the students to control them. She came close to the students who asking about whether related the material that discussed. The students also asked the teacher about the vocabulary or unfamiliar word. He also found that the students still felt difficult in pronouncing the word in the script of drama

such as the word “chacth”, “kindness”, and so on. Sometimes the teacher helped them to correct the pronunciation.

Finally, the teacher gave motivation to the students to learn intensely because for the next meeting they would learn it again and perform it in front of class by group. Then, the teacher closed the activity by saying thanks to the students for their time and participation.

b. Second meeting

Before teaching and learning was begun, the teacher prepared the material in advanced. Then the teacher opened the class by greeting to the students and checked the students’ attendance list.

In this meeting, the teacher conducted the teaching activities similar to the first meeting. The teacher reminded the students again about the story of Toba Lake before continuing the lesson. Then the teacher asked the students to gather in their groups and prepare to perform in front of the class by each group.

After they had ready, the teacher guided them to perform the drama about of Toba Lake in front of class by groups. By asking their performing, they were supposed not to be shy and unconfident to speak.

In this section the class was a more quiet than the first meeting. It might be caused by some students pay attention to their friends that performing in front of the class.

In this meeting, the writer found that the students just watched their friends when they spoke in English. So, it made they felt shy and unconfident in performance.

Before the class finished, the teacher evaluated and gave a feedback to the students about their pronunciation and their vocabulary. It would be expected to make the students knew how to pronounce the English word well and make them to be more confident in speaking practice. After that, the teacher finished the activity by saying thanks to the students and also saying that the writer needed their help to fill the questionnaire sheet in the next meeting.

Based on the observation checklist, there was problem faced by the teacher. It was about the effectiveness teacher in managing the classroom which the teacher could not handle the students at that time.

Moreover, based on the observation checklist, there were four problems faced by the students. They were as follows:

1. Lack in pronunciation
2. Low of fluency
3. Lack in performance
4. Inhibition

## **1.2 Interview**

To validate the data of observation, the writer employed an interview to the teacher in order to get further information about the teaching and learning process including problems faced in the use of drama. The interview was conducted on Tuesday, 25<sup>th</sup> October 2017. There were six questions that the writer asked to the teacher (see appendix 5).

The question number one was to know whether drama can stimulate the students in learning speaking. The second question was to know whether drama could motivate the students in learning speaking. The third question was to know about the teacher's difficulties in teaching speaking. The fourth question was to know about the problems faced by the students. The fifth question was to know about the solution of the problem faced in teaching speaking. The last question was to know the solution of the problems face by the students in learning speaking. (see appendix 5)

From the result of the interview, the writer concluded that the teacher had difficulties in managing the classroom because the class was very busy and noisy. The students were still felt unconfident to speak English because they were ashamed and also afraid of making mistake. Furthermore, they had difficulties in speaking because they lack in pronunciation.

## **1.3 Questionnaire**

The writer also employed the questionnaire to support the observation and interview data. The questionnaire consisted of the eleven questions (see

appendix 6). The first question of questionnaire was to know whether the students like in learning English. The second question was to know whether the students were fluent in speaking English. The third question was to know whether the students practice to speak English in their daily life. The fourth question was to know about whether the students be were interested in learning speaking using drama. The fifth question was to know about whether the students have difficulties to speak English correctly. The sixth question was to know about whether the students unconfident to speak English. The seventh question was to know about whether the students felt shy and nervous when speak English. The eighth question was to know about whether the students felt fearful of criticism when they wrong in speaking English. The ninth question was to know about whether the students could not think of anything to say when their have difficulty in speaking English. The last question was to know about the students' concerns in making mistakes when speaking English.

From the result of questionnaire, the writer concluded that in fact, the students like English, but there were still some problem faced by them in learning speaking where the students had difficulties in speaking activity because they lack in pronunciation. They felt unconfident to speak English because they were ashamed and also afraid of making mistake. They felt fearful of criticism when they wrong to speak English. It comes from the skill factor of difficulties faced by the students and also caused by never to talk or practice speaking English in daily life at all.

## 2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman's theory. A display can be extended piece of text or a diagram, graph, chart, table of matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the writer analyzed the data that had been reduced in data reduction and displayed it in the form of table analysis was based on data collected by each instrument.

### 2.1 Observation

Based on the data showing in the data reduction, the observation was conducted in twice of two meetings. In this part, the data was going to be identified and displayed to know the process and the problem faced by the teacher and the students in teaching and learning speaking through drama as a technique.

#### a. First Meeting

Based on the notes taken by the writer, it was held to investigate whether the application of the ten steps of implementing drama as a technique that applied or no (see appendix 4). The explanation of the application of those steps could be seen in the following table:

**Table 5**  
**Application Step of Observation**

No	Steps	Notes
1	Teacher open the class and check the students' attendance	The teacher opened the class by greetings and checked the students'

		attendance by calling their name
2	Teacher prepares the topic and material	The teacher prepared the material. The material is the script of drama by the theme "The Origin of Toba Lake"
2	Teacher gives the explanation of learning objectives	The teacher gave the explanation of the learning objectives
3	Teacher gives brainstorming to the students and stimulates to be active	The teacher gave the brainstorming to the students when starting the learning process and also helped the students to active in discussing about the material
4	Teacher ask the class to work in group	Teacher helped students to make some group then guided them to find the characters each actor in drama
5	Students practice The script of drama in front of class by group moreover the other students keep pay attention to their friends	The students practiced drama in front of class by group well
6	Teacher gives feedback to the students in learning speaking through drama technique.	The teacher gave feedback to the students in learning speaking through drama technique.
7	Teacher reviews/evaluates any errors to the students	The teacher gave a review any errors to the students.
8	Giving clear explanation about the meaning and moral impression of the story	The teacher did not deliver the meaning and moral impression to the students after the learning process
9	Teacher close the lesson	The teacher closed the lesson by said thanks to the students

#### b. Second Meeting

In the second meeting, the activity of teaching and learning just continued from the last meeting. The writer held to investigate whether the application of the nine steps of implementing drama as a technique that applied or no (see appendix 4). The explanation of the application of those steps could be seen in the following table:

#### Application Step of Observation

No	Steps	Notes
1	The teacher opened the class and checked the students' attendance	The teacher opened the class by greetings and checked the students' attendance by calling their name

2	Teacher gives the explanation of learning objectives	Teacher gave the explanation of the learning objectives
3	Teacher gives brainstorming to the students and stimulates to be active	Teacher gave the brainstorming to the students when starting the learning process.
5	The students practice The script of drama in front of class by group moreover the other students keep pay attention to their friends	Students practiced drama in front of class by group well
6	Teacher gives feedback to the students in learning speaking through drama technique.	Teacher gave feedback to the students in learning speaking through drama technique.
7	Teacher reviews/evaluates any errors to the students	Teacher only reviewed the students' mistakes when practiced
8	Giving clear explanation about the meaning and moral impression of the story	Teacher did not deliver the meaning and moral impression to the students after the learning process
9	Teacher close the lesson	The teacher closed the lesson by said thanks to the students

The writer observed the teaching and learning process which was implemented drama as a technique. The teacher did the steps of implementing drama as a technique clearly. But, based on the notes which taken by the writer, the teacher had difficulties in managing the class. The teacher also had difficulties in controlling the class because the class was very busy ad noisy, besides the teacher's voice could not be heard by the students at the back of class. However, in this meeting students enjoyed the lesson.

## 2.2 Interview

Interview was conducted to support the observation data. The interview was given to the teacher to know the problems faced by her and her students in teaching and learning speaking by implementing drama as a technique. Furthermore, in the interview activity the teacher expressed that she had

difficulty to manage the time and organize the class because that very busy and noisy (see appendix 5). It was described in the following table:

**Table 6**  
**Interview Result**

No	Problems
1	The teacher found that teaching speaking by implementing drama as a technique can motivate and stimulate the students in learning English, although there were a little students who not be interested of the lesson
2	The teacher felt difficult in managing the class in teaching drama because the class was very busy and noisy. So the condition was not conducive
3	The teacher found that there were some problems faced by the students. They were still lack in pronunciation so they felt shy and fear of making mistake in speaking
4	The time allocation in teaching speaking by implementing drama was not enough.

### 2.3 Questionnaire

The questionnaire was made to support the observation and the interview. The questionnaire consisted of eleven questions (see appendix 6). Through this instrument, the writer could identify the students' problems in learning speaking.

Questionnaire was given to the whole students in XI.A1 class which was consisted of 36 students. The questionnaire was distributed to the students by taking ten minutes on Wednesday, 1<sup>st</sup> November 2017. The recapitulations of students' answer were as follows: Here was the students' answer of questionnaire.

**Table 7**  
**Questionnaire Report**

No	Question	Answer	Total answer
1	Do you like learning English?	Yes	33
		No	3

The data above showed that 91.6% students in XI.A1 class loved learning English and 8.4% students did not love it. It means most of the students actually like English.

No	Question	Answer	Total answer
2	Do you speak English fluently?	Yes	-
		No	36

The data above showed that 100% students in XI.A1 class considered that they lack in fluency of speaking English. It means that almost all of the students feel that their speaking is still lack in fluency.

No	Question	Answer	Total answer
3	Do you practice to speak English outside of class?	Yes	7
		No	29

The data above showed that 80.5% students in XI.A1 class were not practice to speak English outside the class and there were only 19.5% students who speak English outside the class. It means that there were a little students who try to practice speaking English outside the class.

No	Question	Answer	Total answer
4	Are you interested in learning English which was taught by implementing drama as a technique?	Yes	24
		No	12

The data above showed that 61.1% students in XI.A1 class were interested in learning English by implementing drama and 38.9% students were not

interested. It means that most of the students there were interested in learning English using drama.

No	Question	Answer	Total answer
5	Do you have difficulty to speak English in good and correct of pronunciation?	Yes	29
		No	7

The data above showed that 80.5% students in XI.A1 class had difficulties to speak English in good and correct of pronunciation and there were only 9.5% students were not. It means that most of students were still lack in pronunciation.

No	Question	Answer	Total answer
6	Do you feel unconfident in speaking English?	Yes	17
		No	19

The data above showed that 52.8% students in XI.A1 class felt unconfident to speak English and 47.2% students felt confident in speaking English.

No	Question	Answer	Total answer
7	Do you feel shy and nervous when you speak English in front of class?	Yes	35
		No	1

The data above showed that 97.2% students in XI.A1 class felt shy and nervous to speak English in front of class and there only 2.8% students did not feel shy and nervous to speak English in front of class. It means that most of the students there felt shy and nervous in speaking English.

No	Question	Answer	Total answer
8	Do you feel fearful of criticism when you try to speak English?	Yes	36
		No	-

The data above showed that 100% students in XI.A1 class felt fearful of criticism when they speak English. It means that almost all the students there were afraid of criticism when they tried to speak English.

No	Question	Answer	Total answer
9	Do you feel afraid in making mistake when you speak English which was taught drama as a technique?	Yes	35
		No	1

The data above showed that 86.1% students in XI.A1 class felt afraid of making mistake when they speak English and there were only 3.9% students did not. It means that most of the students there still felt worried of making mistake in speaking English.

Based on the explanation of the questionnaire result above, there were some problems faced by the students in learning speaking by implementing drama as a technique as follows:

- a. Most of the students were still lack in pronunciation
- b. Most of the students were still low in fluency
- c. Most of the students were still fearful of criticism when they try to speak English
- d. Most of the students there still felt shy and unconfident in speaking English
- e. Most of the students were still worried of making mistake in speaking English

It means that most of the students there still need motivation and stimulation in practicing to speak English more and more. So, their speaking skill can be better more, especially in their pronunciation, fluency, and confidence in speaking English.

### **3. Conclusion Drawing/verification**

Conclusion drawing/verification is the third component or level in model of qualitative data analysis of Miles and Huberman's theory. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand.<sup>3</sup>

In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this section, the discussion and findings were divided into three parts, they were: the process, the students' problems, and the teacher's problems in teaching and learning speaking by using drama as a technique.

#### **3.1 Process of Teaching and Learning Speaking by Implementing Drama as a Technique**

Teaching and learning process was done by two meetings in XI.A1 class. The material was about the story of Toba Lake. The writer employed observation, interview and questionnaire to know the process during teaching and learning speaking by implementing drama as a technique.

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<sup>3</sup>Matthew B Miles and A. Michael Huberman, *Op. Cit.*, p. 13.

The observation was conducted in two meetings. In the first meeting, the teacher run the steps well. The teacher had an interactive class at the time. She determined and explained the material about drama when starting the lesson. Then the teacher gave the brainstorming to the students. She also walked around and helped the students to active in discussing the material. She guided the students to find out the character each actor in drama. Finally, after the teacher finished the discussion about drama she guided the students to work in group then try to perform the script of drama in front of the class.

In the second meeting, the teacher continued the lesson to guide the students performing the story in front of the class by groups. After they finished the performance by all groups, the teacher gave feedback to the students in learning speaking through drama as a technique. Furthermore, the teacher reviewed the students' mistakes when practiced before the lesson finished.

Based on the observation, the writer found that teacher's problems that consisted of two points of observation that investigated in teaching and learning speaking process. The first was teacher's voice cannot be heard by the students at the back of class. Second, teacher had lack of knowledge when the question relevant with the material being discussed.

Moreover, the writer found that the students' problems that consisted of four points of observation that investigated in teaching and learning speaking process. The first, the writer noted that some students felt unconfident to

speak English because they were afraid of making mistake. Second, the writer noted that the students were still hard to pronoun the word correctly. Next, the writer noted that the students were still lack of fluency. And the last was some students have understood the meaning of the word.

By considering the data gained before, it could be concluded that the process of teaching and learning speaking by implementing drama as a technique at MA AlHikmah Bandar Lampung from both of two meetings were quiet effective. All objective and indicators of learning could be active. The students could follow the lesson and material. In the first and second meeting the teacher did the entire steps based on the theory and the students could enjoy the lesson.

### **3.2 Students' Problem during Teaching and Learning Process by Implementing Drama as a Technique**

The writer conducted the interview to the English teacher to know the problems faced by the students in teaching and learning speaking. To validate the interview data, the writer also employed a questionnaire which was given to the XI.A1 students. Based on the result of students' answer of the questionnaire sheets, the writer concluded that the problems faced by the students were as follows:

- a. Inhibition (fearful of criticism when try to spoke in English and felt shy to spoke in English when their friends over attention)
- b. Lack of fluency
- c. Hard in pronouncing the word

Based on the result of questionnaire answered by the students, the problems related the theory were students' lack of fluency, students' hard in pronouncing the word and inhibition that consisted of the students' fearful of criticism when they try to speak English and the felt shy to speak English when their friends over attention.

After the writer had analyzed and found the finding of the research, hopefully the writer tried to give contribution of the research to the teaching and learning speaking for better way. Learning speaking should be supported by learning pronunciation, understanding the meaning of the word and also the students' fluently in speaking.

### **3.3 Teacher's Problem during Teaching and Learning Process by Implementing Drama as a Technique**

The teacher did the entire steps in teaching speaking by Nigel's theory well. By conducting the research, the writer found some problems faced by the teacher during the implementation of using drama as a technique in teaching speaking at MA Al-Hikmah Bandar Lampung. It was teacher's skill in managing the classroom which the teacher could not handle the students and time. Besides that, her voice also did not hear by the students at the back of class because the class was very noisy and not conducive.

Furthermore, as stated before, there were four problems explained by Harmer, they were teacher's skill in managing the classroom, teacher's movement in control the class, teacher's voice to make sure that all of the

students in the class could hear. It was shown that from the interview by the English teacher and the observation by the writer, there were three problems from Harmer's theory that happened in this research. That was managing class, audibility, and teacher's knowledge. The students were loss to be controlled and the teacher's voice cannot be heard by the students at the back of class, it caused the class was too noisy and not conducive.

However, as stated before that there were the problems explained based on the theory. It was shown that from the interview to the teacher and from the questionnaire to the students.

### **C. Research Findings and Discussion**

In this part the writer would like to discuss about the findings of the teaching and learning speaking process by implementing drama as a technique at the first semester of the eleventh grade students of MA Al-Hikmah Bandar Lampung in 2017/2018 academic year which as the first formulation of the problem in this research. Beside discussing of teaching and learning process, the writer also discuss the students' problems in learning speaking by implementing drama as a technique at the first semester of the eleventh grade students of MA Al-Hikmah Bandar Lampung in 2017/2018 academic year which as the second formulation of the problem, and the teacher's problems in teaching speaking by implementing drama as a technique at the first semester of the eleventh grade students of MA Al-Hikmah Bandar Lampung in 2017/2018 academic year which as the third formulation of the problem. This research was produced by the

participants of the research, they are English teacher and the students of XI.A class of MA Al-Hikmah Bandar Lampung in the first semester of 2017/2018 academic year.

### **1. Teaching and Learning Process by Implementing Drama as a Technique in Teaching Speaking**

Teaching and learning process was done by two meetings. The writer employed an observation to know how the process of teaching and learning speaking by using drama as a technique. Most of the students looked active in the teaching and learning process. This research was conducted three times including observing the teaching and learning process, interviewing to the English teacher, giving questionnaire to the students in order to know what the problems faced by them, and took some documentation.

From the data gained through observation, the writer concluded that the teaching and learning process especially speaking through drama as a technique run well although there were still many problems that faced by teacher and his students. But, it did not give the big influence for teaching and learning process. The result of interview also showed that almost the problems were caused by the large of students in the class and students' motivation. The teacher had difficulties to calm and handle the students that seemed so noisy during drama activity and teacher was lack of time to evaluate the students' performance. The result of questionnaire showed that most of the students have difficulties in learning speaking such as they had

lack of pronunciation and fluency, so they felt shy and afraid of making mistake.

## **2. Problems Faced by the Students in Learning Speaking by Implementing Drama as a Technique**

According to Ur, there are four problems that faced by the students in learning speaking, they are: inhibition, nothing to say, lows or uneven participation and mother-tongue.

Having conducted the research, the writer found some problems that students faced during the teaching and learning process using drama as a technique. To get the valid data the writer had employed observation and gave the questionnaire to the students. Based on the result of observation and the questionnaire, the writer concluded that the problems that faced by the students were:

- a. Inhibition (fearful of criticism when wrong spoke in English and felt shy to spoke in English when their friends over attention)
- b. Lack of fluency
- c. Hard in pronouncing the word

Based on the data were gotten above related to the theory stated by Ur, it can be concluded that inhibition was gotten based on the answer of students thinking fear and shy to speak English (see appendix 9). Moreover, these problems more according to Thornbury happened too in this research, they were lack of fluency and hard to pronoun the word.

Eventually, based on the data obtained from observation, interview and questionnaire above, it can be known that the teacher had applied the procedure of drama technique by Nigel but there still some problems that faced by the students.

### **3. Problems Faced by the Teacher in Teaching Speaking by Implementing Drama as a Technique**

The teacher run the entire steps in teaching speaking but he still had difficulties in teaching speaking through drama as a technique because there was problem faced by the teacher in teaching speaking. According to Harmer, there were four problems that may appear to the teacher in teaching speaking, they were: managing classes, movement, audibility, and teacher's knowledge.

Based on the result of observation and interview, there were three problems from Harmer's theory that happened in this research. That was managing class, audibility, and teacher's knowledge. The students were hard to be handled and the teacher's voice cannot be heard by the student at the back of class, it caused the class was too noisy and not conducive. Furthermore, the teacher lack of knowledge when the question relevant with the material being discussed.

## **CHAPTER V CONCLUSION AND SUGGSTION**

After collecting the data and analyzing the result of this research, the writer drew some conclusion and suggestion.

### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. The process of teaching and learning speaking by implementing drama as a technique was running well enough. It got positive responses from the students. The process of teaching and learning speaking was done by two meetings. During teaching and learning process, some of the students were looked active in learning speaking by using drama as a technique. The teacher also guided the students to perform in front of class group by group exemplary. But there were some students were looked bored and less respond in learning speaking.
2. The students' problems in learning speaking by using drama as a technique were the students had difficulties in speaking activity because they low in pronunciation. Furthermore, some students felt unconfident to speak English because they were ashamed and also afraid of making mistake. It comes from the skill factor of difficulties faced by the students and also caused by never to talk or practice speaking English in daily life at all.
3. The teacher's problems in teaching speaking by using drama as a technique were the limited time to teaching drama, so the class would be not

conducive to finish all parts in performing drama clearly. Based on the result of observation, there were some problems that faced by the teacher, that was managing class, audibility, and teacher's knowledge. The students were hard to be handled and the teacher's voice cannot be heard by the student at the back of class. So, some students were also out of hand and lose control of the classroom because the class was too noisy and not conducive.

## **B. Suggestion**

Considering the result of the research, the writer would like to give some suggestions:

### **1. For the Teacher**

- a. The teacher should manage the time and class well in order that the implementation of drama running well and success.
- b. The teacher should monitor the students' activity well to decrease the crowded classroom.
- c. The teacher should make sure the students can be heard by all the students in the classroom.

### **2. For the Students**

- a. The students should have more time to practice speaking, do not feel shy and afraid of making mistakes because they are parts of learning.
- b. The students should have more motivation to learn English especially in speaking

- c. The students should expand vocabulary that can be easily used in their speaking ability