

**APPLYING INFORMAL DRAMA TECHNIQUE IN IMPROVING STUDENTS
SPEAKING SKILL AT THE EIGHTH GRADE OF SMPN 1
MANYAK PAYED**

THESIS

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MANYAK PAYED**

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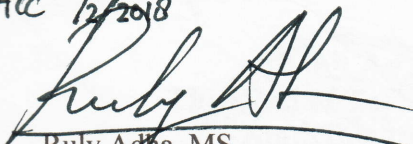
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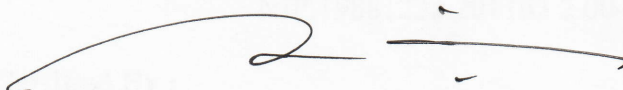
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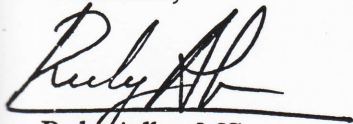
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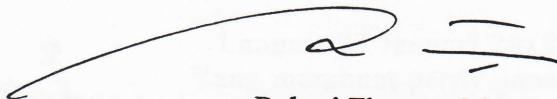
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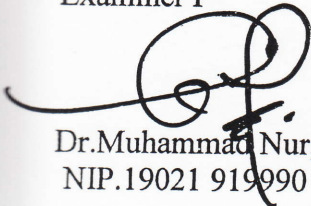
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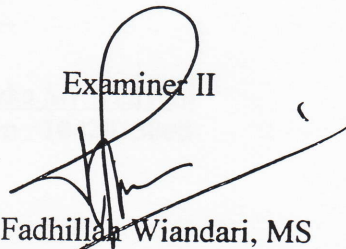
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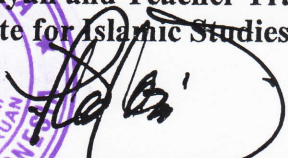
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“Applying Informal Drama Technique in Improving Students Speaking Skill at the Eighth Grade of SMPN 1 Manyak Payed”* untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 22 Januari 2018
Yang membuat pernyataan



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The writer

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ABSTRACT

Rizka Sri Wahyuni 2018. "Applying Informal Drama Technique in Improving Students Speaking Skill at the Eighth Grade of SMPN 1 Manyak Payed. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

This study explain about the implementation of informal drama technique to improve students' speaking skill in the eighth grade students of SMPN 1 Manyak Payed . This research applies quasi experimental research. The object of the research is two classes of the eighth grade of SMPN 1 Manyak Payed chosen randomly from 119 students of population. The first class is VIII.A as the experiment and the second class is VIII.B as the control group. The data were collected from the score of pre-test and post-test after the treatment. The data tested using t-test formula by comparing the mean score of pre-test and post-test from both classes. The level of significance is set equal or less than 5%. The result of this study shows that t-value 7,5288 is higher than t-table 2,0133 with the degree of freedom (df) of 75 ($N_1+N_2-k= 30+29-2$). Therefore, it can be concluded that there is significant difference before and after teaching speaking using informal drama technique. Thus, it can be said that informal drama technique improved the speaking skill of the eighth grade students of SMPN 1 Manyak Payed.

Key words: *Informal Drama Technique, Students' Speaking Skill*

CHAPTER I

INTRODUCTION

A. The Background of The Study

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.¹ It functions as a bridge to cross culture, religion, language, nationality, It takes place everywhere and has become part of our daily activities when someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. English is one of international languages, which has been used in politics, economy, education, and each part communication. It also shares information to other people through communication.

Today every school requires that the goal of teaching speaking should improve students' communicative skills because students should be able to use this skill in their daily life. Students face serious problems dealing with their second language learning. English has become their school subject since they are in the elementary school but they do not master it after several years of learning.²

Speaking is one of the macro skills of the language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue,

¹ M Almond, *Teaching English With Drama How to Use Drama and Plays When Teaching-For The Professional Language Teacher*. (Chichester: Keyways Publishing Ltd.,2005), P.7.

² Littlewood W. *Communicative Language Teaching* (Cambridge: Cambridge University Press,1994), P.12.

monologue, news casting, and so forth.³ It is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order to communicate with the others. As an effect to build their ability to speak, teaching speaking can be focused on encouraging the students to be active to speak up when they are involving in the classroom activity. Therefore, learning speaking in the classroom should be dominated by students.

In the real teaching and learning of speaking in SMPN 1 Manyak Payed, the teacher only focused on teaching translation and grammar without providing chances for the students to develop speaking activities. As the result their speaking ability remains at the low level without any effort to improve it. The problems rise as they are not active in the practice of speaking since there is only a little chance to do it. They are mostly passive in every conversation or discussion in speaking lesson. They tend to be shy and afraid of answering the questions from the teacher. This occurs as they felt unconfident as well as do not have motivation in every speaking activity.

To overcome this obstacle, there have been many techniques applied and developed, and drama activity can be one of the solutions. Informal drama is a form of deconstructed drama which takes the Environmental Theatre paradigm of combining spaces for audience and performer and eliminates the difference between the two completely in interactive drama, the actor is the audience.⁴

³ Johnson K and C Brumfit. *The Communicative Approach to Language Teaching*. (Oxford: Oxford University Press, 1979), P.172.

⁴ Fernandez L and Coil, A. Drama in the classroom. (Practical Teaching, 1986), P.6.

According to Ferandez “drama is a learner-centered approach”, so it allows learners to become active participants in the learning/teaching process.

As drama takes the burden of language correctness of the students minds, while emphasizing on acceptable communication, their personal outlook on the language and their speaking confidence become greatly enhanced. Dramatic techniques such as role-playing and simulations are well documented in social studies and history, business and vocational, foreign language, and even science classes. The literature of classroom drama suggests that there is considerable untapped potential for using drama as a teaching technique. The experts emphasize that using dramatic techniques, as a teaching method is not similar to teaching theatre. Theatre is an art form, which focuses on a product, a play production for an audience. Drama in the classroom often referred to as creative dramatics to distinguish it from theatre arts is informal and focuses on the process of dramatic enactment for the sake of the learner, not an audience.

Providing learners the chance to put themselves directly in the learning experience offers them a good feeling of performing something helpful and hence brings more enthusiasm to the classroom which finally improves their comprehension. Maley and Duff in *Drama Techniques in Language Learning*, relate drama to “The Naughty Child Who Climbs The High Walls And Ignores the No Trespassing Sign”.⁵ Wan Yee Sam agrees by stating “drama activities can be used to provide opportunities for students to be involved actively. The activities involve the students’ whole personality and not only his mental

⁵ Maley And Duff. *Drama techniques in language learning*. Cambridge: Cambridge University Press, 1982), P.15.

processes”.⁶ In fact the small stage in the classroom is a nice preparation for the pupils to face the larger stage known as life.

Based on the facts above, the writer tried to find an effective solution to increase the students speaking practice at SMPN 1 Manyak Payed by making a research entitled “ **Applying Informal Drama Technique In Improve Students Speaking Skill at the Eighth Grade of SMPN 1 Manyak Payed**”.

B. The Research Question

The writer states only one research problem, does informal drama technique improve students’ speaking skill at the eighth grade students of SMPN 1 Manyak Payed?

C. The Purpose of the Study

The purpose of study is to investigate whether using informal drama technique can improve students speaking skill at the eighth grade students of SMPN 1 Manyak Payed.

D. The Significant of the Study

This research is expected to give some benefits. Theoretically, this research can be a guidance for teacher who teach speaking. Practically, this research give contribution for the students, it would be an interesting technique to improve their speaking ability. For the English teacher, it would be an opportunity

⁶ SAM W.Y. *Drama in teaching English as a second language: A\ communicative approach. The English Teacher*, 9. (Retrieved March 2, 2004, from <http://www.melta.org.mv/html.1990>).P,87..

to improve the quality of teaching speaking by using informal drama for the students. For the school, it would function as an effort in improving students' speaking ability. Then, for the English Education Department it can be used as a research reference with the similar theme or purpose.

E. Hypothesis

Ha : Informal drama technique can improve students speaking skill at the eighth grade of SMPN 1 Manyak Payed.

Ho : Informal drama technique can not improve students speaking skill at the eighth grade of SMPN 1 Manyak Payed.

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill.

1. Definition of Speaking Skill

A speaker should pay more attention on speaking skill due to its complexity which is related to pronunciation, lexical choice, grammatical aspect and many others. In which speaker's first level of analysis has three processing stages: planning, selection, and production".⁷ Before producing words, people are planning what he is going to say, and then selecting the best words to say and the last is producing words. Jack C. Richards stated that "Speaking is the ability to talk to someone about something to speak, use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thought, and beliefs of a person or group of people".⁸

It means that speaking is a skill to reveal and convey ideas. Speaking includes descriptions of vocabulary use, and at the highest level, these often talk about being able to express one precisely and providing evidence of the richness of one's lexicon. Well-chosen phrases can also make descriptions or story vivid.⁹ Someone with a vocabulary richness and good speaking skill is able to describe ideas more clearly as well as to extend the information precisely.

⁷ Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press), P.104.

⁸ Jack C. Richards. *Longman Dictionary of Language Teaching*, (England: Pearson, 2002), Ed. P, 547.

⁹ Jack C Richards & Richard Smith. *Longman Dictionary of Language Teaching&Applied Linguistic*, (London: Pearson, 2010), P.469.

Based on the definitions above, the researcher can conclude that speaking is the ability to produce words through the internal process, to reveal a ideas orally and clearly.

2. Aspect of Speaking

There are some aspects that influence speaking:¹⁰

a. Pronunciation

Pronunciation is the way in which a language or a particular word or sound is pronounced.¹¹ Different places may have a different way to pronounce words in English. Pronunciation is the way of a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more on the way of sounds are perceived by the listener. It can be concluded that pronunciation is the way to pronounce sound that produced from the oral activity.

b. Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences.¹² It is an adjustment in English that organize how to produce a right words or sentences. Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 4thEd P.35.

¹¹ AS Hornby, *Oxford Advance Learner's (Dictionary of Current English)*, (Oxford: Oxford Univesity Press, 2010), P.1175

¹² AS Hornby, *Oxford Advance Learner's (Dictionary of Current English)*, (Oxford: Oxford Univesity Press, 2010), P.651

of the language. It may or may not include the description of the sounds of a language.¹³ Furthermore, to know the function of grammar the teacher must be able to describe language use by the students when they speak.

c. Vocabulary

Vocabulary is the entire words that a person knows or uses.¹⁴ While stated that vocabulary is general construct of language ability when someone do communication. Both knowledge of language and the ability to put language to use in context.¹⁵ The vocabulary not only can be seen as someone's words richness, it also applies words in a right context.

d. Fluency

Thornburry stated that fluency is someone who often stops when he was speaking, indicating that he is not fluent. Someone who is classified in to fluent speaker is he who is pay attention to his frequency of pausing, placement of pauses, the length of run the number syllable between pauses and so on. While Richards and Schmidt stated that fluency as the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.¹⁶

¹³ Jack. C Richards, Richard Schmidt, *Longman Dictionary of Language Teaching&Applied Linguistic*, (London: Pearson, 2010), P.251-252

¹⁴ AS Hornby, *Oxford Advance Learner's (Dictionary of Current English)*, (Oxford: Oxford University Press, 2010), P.1162.

¹⁵ John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), P.195

¹⁶ Jack. C Richards & Richard Schmidt, *Longman Dictionary of Language Teaching&Applied Linguistic*, (London: Pearson, 2010), P.222.

e. Comprehension

A.S Hornby defined comprehension as the ability to understand. While Cambridge Advanced Learner's Dictionary defined comprehension as the ability to understand completely and be familiar with the situation, facts, etc.¹⁷

Based on the above definitions, the researcher can conclude that comprehension is the ability to understand deeply about situation, facts, etc.

3. Purpose of Speaking

Speaking has two purposes:

a. Transactional Function

The primary purpose is to convey information and facilitate the exchange of goods or services. If you see things in yourself that you do not like or that do not serve you well, transactional analysis provides some tools to help you change.

b. Interpersonal Function

The primary purpose is to establish and maintain social relations, resented as one of three essential metafunctions reflected in all students language usage (*compare* ideational function; textual function). *See also* communicative functions.¹⁸

¹⁷ AS Hornby, *Oxford Advance Learner's (Dictionary of Current English*. P.296

¹⁸ Scott Thornburry, *How to Teach Speaking*,(Longman), P.13

4. Factors Influence Speaking

a. Cognitive Factors

Cognitive is the theory about what a speaker should prepare before taking action to speak which are familiarity with the topic, the genre, the interlocutor, and processing demands.¹⁹

b. Affective Factors

Affective is about the feeling such as feeling towards the topic and / or the participants and self-consciousness.²⁰

c. Performance Factors

This factor is related to mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure, environmental conditions.²¹ As long as the speakers master the cognitive factors, affective factors, and performance factors and have a planning before speak, it is easy for then to speak fluently and accurately.

d. Cooperative Learning

Learning is a process that involves conscious memory of someone related to the information that is being studied.²² Learning a language needs much practice. Which is not only prioritizes material mastery but also the ability to socialize with surrounding environment. CL is one of suitable technique that can be applied in learning language. According to Richard, “Cooperative learning principles and techniques are tools which teachers use to encourage

¹⁹ AS Hornby, *Oxford Advance*,P.297.

²⁰ AS Hornby, *Oxford Advance*,P.299.

²¹ Scott Thornburry, *How to Teach* P.25-26

²² K Johnson and Brumfit. C. *The Communicative Approach to Language Teaching*. (Oxford: Oxford University Press, 1979),P.27.

mutual helpfulness in the group and active participation of all member environment”.²³

Cooperative learning is a group of learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative learning also enables students to exchange information and motivation. While Miftahul Huda stated that “Cooperative learning as a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal”.²⁴ CL also make help the student to analyze problem and create a group of learning.

In second and foreign language learning, theorists propose several advantages for cooperative learning: increasing student talk, more varieng talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increasing amounts comprehensible input.²⁵

The cooperative learning will result students’ challenging each others thinking, and utilizing their different point of view for learning.²⁶ It helps the students to be brave revealing their own opinion about something, also drill the students to appreciate other people’s opinion. Learning to speak in second or

²³ Jack C Richard & Willy A Renandya, *Methodology In Language Teaching*, New York: Cambridge University Press, 2002), P.5.

²⁴ Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur dan Model Penerapan)*, (Yogyakarta: Pustaka Pelajar,2012), P.29-31

²⁵ Jack C Richard & Willy A Renandya, *Methodology In Language Teaching*, (New York: Cambridge University Press, 2002), P.53

²⁶ David W Johnson, Roger T Johnson, *Learning Together and Alone (Cooperative, Competitive, and Individualistic Learning)*, (Massachusetts : Allyn and Bacon A Paramount Communication Company, 1994), P.20

foreign language will be facilitated when learners are actively engaged in attempting to communicate.²⁷ It needs the students' role in the process of learning, not the teacher center learning style.

The cooperative learning is very suitable for learning English whether it is as a second, or as a foreign language. It can be concluded that cooperative learning is a type of learning that concerns on the students social skill, how they work together to solve a problem, how they appreciate the others opinion about something, how they develop self-confidence, how all of the students are engaged actively in learning process to achieve success in learning process.

Cooperative learning allows students to achieve two skills at once that are thinking skill and social skill because this learning style requires student to discuss something in a group.

5. Assessing Speaking

According to Cambridge dictionary, assessment students hidden or decide the amount, value, quality or importance of something, or the judgment or decision that is made. Then, the function of assessment is to provide feed back for the learner during their learning activities. In addition, underhill as cited in Huges, said that "In genuine oral test, real people meet face to face, and talk to each other."²⁸ From the definition above, it is clear that in assessing speaking, it should be used a directly oral test.

There are some ways in giving evaluation on teaching, according to Harmer, the ways can be followed as, Comments: Commenting on student

²⁷ David Nunan, *Language Teaching Methodology*, (Prentice Hall), P.44

²⁸ Hughes R. *Teaching and Researching Speaking*....., p,73.

performance happens at various stages both in and outside the class.²⁹ The teacher can say, very good, good, and that is not quite right. Marks and grades said that when students get good grades, their motivation is often positively affected.³⁰

However, grades can be extremely unheard; and Reports: At the end of year some teacher writes reports on their student's performance. Such reports should provide a clear indication of how well the students have done in the recent past and a reasonable assessment of their future prospects.

Based on the explanation above, teacher can inform evaluation in a certain ways, and the evaluation itself can be the way of assessing the students' speaking skills. It also can motivate the students to work hard and to do their best in teaching learning activity.

Meanwhile, a classroom language test is designed to measure the students' ability in learning a second or foreign language and also ultimate success in that undertaking. Since this study is concerned with speaking skill, a performance in assessing the students as showed by Lazaraton as cited in Murcia said that the oral skills teacher may be required to make decisions about two kinds of oral assessment.³¹ The first, evaluation of classroom performance. The second assessment situation with which the oral skills teacher may be confronted is preparing students to take –interpreting results from-large scale oral examinations, successful performance on which has become increasingly common as a

²⁹J. Harmer, *The Practice of English Language Teaching*. (Cambridge: Longman.,2001),p.110.

³⁰ Mark and Grades. *Approaches and Methods in Language Teaching (2nd)*. (Cambridge: Cambridge University Press,2001),P.23.

³¹ Murcia. *The Communicative Approach to Language Teaching*. (Oxford: Oxford University Press, 1979),P.67.

requirement for admission to universities, as a minimum standard for various types of employment.³²

In this study, performance of assessment is used to measure the student's speaking ability one by one. It consists of five aspects, including pronunciation, grammar, vocabulary, content, and fluency.³³

There is a characteristic of many performance based on language assessments. "In such cases the assessment involves learners in actually performing the behavior that we want to measure".³⁴ In interactive tasks, test-takers are measured in the act of speaking, requesting and responding. There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency that may be assessed:

- (1) Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it;
- (2) Grammar, it is needed for students to arrange a correct sentence in conversation;
- (3) Vocabulary, vocabulary means the appropriate choice of words which is used in communication;
- (4) Pronunciation, pronunciation is the way for students' to produce clearer language when they speak. and;
- (5) Fluency, fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

³² Murcia, C. *Teaching English as a Second or Foreign Language.* (London: Thomson Learning, 2001), P. 111.

³³ Murcia, C. *Teaching English as a Second or Foreign Language.*, P. 112.

³⁴ Brown, H.D. *Language Assessment Principles and Classroom Practice.* (United States of America. 2004), P. 11

Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses.

Table 2.1
Table of analytic scoring of speaking :³⁵

Aspects	Score	Description
Pronunciation	4	Have few traces of foreign accent
	3	Always intelligible, though one is conscious of a definite accent
	2	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding
	1	Very hard of understand because of pronunciation problem
grammar	4	Makes few (if any) noticeable errors grammar and word order
	3	Occasionally makes grammatical and or word order errors which do not, however obscure the meaning
	2	Make frequent errors of grammar and word order which occasionally obscure meaning
	1	comprehension difficult. Must often rephrase sentences and or restrict him to basic patterns
Vocabulary	4	Use of vocabulary and idioms is virtually that of a native speaker
	3	Sometimes uses inappropriate terms and or must rephrase the idea because of lexical inadequate
	2	Frequently uses the wrong words;

³⁵ David P Harris. *Testing English as a Second Language*. (Washington DC: Georgetown University, 1969). P.84.

		conversation somewhat limited
	1	Misuse of word and very limited vocabulary make comprehension quite difficult
Fluency	4	Speed as fluent and effortless as that of native speaker
	3	Speed of the speech seems to be slightly affected by language problem
	2	Speed and fluency are rather strongly affected by language problem
	1	Usually hesitant; often forced into silent by language limitations
Comprehension	4	Appears to understand everything without difficulty
	3	Understand nearly everything at normal speed, although occasional repetition may be necessary
	2	Understand most of what is said slower than normal speed with repetition
	1	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.

6. The Elements of Speaking

Speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.³⁶ The ability to speak fluently depends on how the speaker produces utterance to convey their meaning.

³⁶ Brown, H, Douglas. *Language Assessment: Principles and Classroom Practices*. (New York: Longman. 2004),48.

Harmer states that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language.³⁷ In order to do so, there are some elements that should be considered by the speaker. Those elements for spoken production are described by Harmer as follows:³⁸

a. Connected Speech

The speakers' ability to use spoken language as native used by omitted, modified, added or modified the linking or auxiliary verb used in order to make the speaking run smoothly. For example as in saying *I would have gone* and used in connected speech as in *I would have gone*.

b. Expressive Devices

It is the changing of intonation and particular parts of utterances using special gestures, expression or mimic to show how they are feeling. Expressive device allow the speaker to use extra expression of emotion and intensity which is contributes to the ability to convey meanings.

c. Lexis and Grammar

Lexis and grammar also element necessary in spoken production, it is related to the use of suitable grammatical and phrases in different function and different context. Therefore, teacher should supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

³⁷ Harmer, Jeremy. *The Practice of English Language Teaching*. (Edinburgh Gate: Pearson Education Limited,2001),269.

³⁸ Harmer, Jeremy. *The Practice of English Language Teaching...*,270.

d. Negotiation Language

It is used to seek clarification and to show the structure of what the speakers are saying. It is allow the listener to ask for clarification to the speaker when they do not understand what they say.

Meanwhile, in part of a speaker's productive ability involves the knowledge of language skill such as those discussed above, the success of spoken production also depend on the rapid processing skills that taking necessitates, they are:

- a. Language Processing, it is related to the speaker ability to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b. Interacting with others, in speaking absolutely involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. It is related to communication and interaction among the speaker and listener.
- c. Information processing (on-the-spot), it is related to the speaker ability to response others' feeling by processing the information the speaker tell at the moment. It can be inferred that information processing is process of the listener giving response toward what the speaker say.

7. Types of Classroom Speaking Performance

Brown stated, that there are five categories of speaking performance assessment tasks, as described as follows:³⁹

a. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like.

d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and/or multiple participants.

³⁹ Brown H Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy*.(New York: Addison Wesley Longman.,2001),P. 142.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps for nonverbal response) or ruled out together.

B. Informal Drama Technique

1. The definition of Informal Drama

It has been identified that learning through experience is one of the most effective ways of acquiring knowledge. There is a well-known Chinese proverb which says: “Tell me and I will forget; teach me and I will remember; involve me and I will learn”. It means that involving somebody in doing some actions is the most important and also efficient way of teaching. There are many various ways of effective teaching, one of them is applying drama method in helping learners to acquire a second language.

Gavin Bolton confirm that perhaps more than any other pioneer in classroom drama, can claim the right to the title, on the grounds that she appears to have no model to follow or surpass, no tradition to keep or break. She was the first in the field, or at least the first whose classroom drama practice was to be recorded”.⁴⁰ She tried to make the school subjects and generally teaching more interesting. Her lessons were getting more and more popular and admired. She is the author of the book *The Dramatic Method of Teaching*. The linguistic goals,

⁴⁰ Gavin Bolton, *Acting in Classroom Drama* (New York: Calendar Islands Publishers,1999),P.5

which can be reached by using dramatization in the classroom according to Gavin Bolton are described as follows:

Children will be 'keen to know'. Children teach and learn from each other. Children will become self-reliant and mainly self-taught. Children will acquire an habitual 'thoroughness' in approaching knowledge or skills. Children are to see the teacher as 'companion' and 'fellow-worker'⁴¹.

Gavin Bolton was the pioneer in applying drama techniques and played a significant role in the issue of second language learning. In Cambridge Henry Caldwell Cook create the basic idea that children learn better when they are doing in the book *The Play Way* he stated that drama is an effective method of teaching.⁴²

Wessels stated that drama is doing, drama is being. Drama is such a normal thing. It is something that we all engage in daily activities when we faced difficult situations and also that students learn through direct experience."⁴³ In other words every person has his or her role to play, everyone is an actor, a role of a pupil, a teacher, a mother or the role of the customer in a shop. There are plenty of situations where people ought to behave which is suitable to their position or the situation they are in. It is a part of human life. Bahman explained that:

Activities like role-play, scripted drama, presentations and puppet shows are is an excellent way to built children's emotional intelligence as they allow children to express their feelings and promote empathy. It is often easier for children to express themselves freely under the guise of another character, a puppet or a pretending to be someone else than to express themselves. This is particularly true of older children who may feel it is easier to say certain things through drama than face-to-face.⁴⁴

⁴¹ Gavin Bolton, *Acting in Classroom Drama*, P.10

⁴² Gavin Bolton, *Acting in Classroom Drama*.P.11

⁴³ Wessels, Charlyn *Drama* (Oxford: OUP,1987),P.7

⁴⁴ Helen Maffin and Bahman Shahnaz, *Developing Children's Emotional Intelligence* (London: Bloomsbury Publishing, 2008),P.81.

Drama in the context of teaching does not involve a theatre performance or a big play on the stage. It also does not exclude the elements of the performance they still exist but they are represented by short activities that indicate the process of learning. It is used to bring the various aspects of drama into teaching, mainly involving and stimulating the feelings and imagination of the students, providing them with various stimuli and enriching their learning with an experience on the deeper level. Wessels claims that drama in education uses the same tools employed by actors in the theatre. In particular, it uses improvisation and mime. While in the theatre, everything is made for the benefit of the audience, but in classroom, drama is made for the benefit of the learners..⁴⁵

In teaching drama could be described as scenic techniques used for educational and pedagogical purposes and it is the act of using the imagination to pretend to be someone or something else than yourself. It can take one any place to any period of time. It is only limited by the imagination, the participants, or teacher's preparation. These methods are based on actors' training, their performances on the stage and creations of fictional world, in which students can take the role of someone else and feel somebody's else emotions. Teachers and actors have in common that they perform in front of other people. They also have the intention of engaging their audience as well as conveying some information to it.

However, there are also some differences, in which a teacher in the classroom is just one person while in the theatre there are many people engaged in the performance. What is more, while teaching students should learn something

⁴⁵ Wessels, Charlyn *Drama* (Oxford: OUP,1987),P.8

and they could be entertained but during the theatric spectacle the audience is entertained and they could also learn something. The personality of the teacher also matters. He or she should not be afraid and doubtful of the methods he or she chooses.

Drama helps to develop the awareness of the use of language in different environment and situations, building self-confidence, creativity, spontaneity, and improvisation and involving emotions of the participants. Drama facilitates an active involvement of learners. Thus, the learners' experience using language in the classroom becomes similar to the real-life experience. The learners' understanding is enhanced, the knowledge deepened and skills necessary for successful reproduction of a language acquired. The use of drama can contribute to build a solid base which second language need to have in order to be more competent and confident user of the foreign language.

2. Reasons For Including Informal Drama and Its Advantages in Teaching Speaking

Apart from the benefits of using drama described in the previous parts of the thesis, there are also other advantages which are worth mentioning in convincing second language teachers to apply drama techniques in their work with students. The most important advantage of drama is what Dwivedi claims in her book: "What drama gives is the unique opportunity for experiencing rather than simply discussing and theorizing; for living through a situation, rather than

hearing about it secondhand.”⁴⁶ In other words, learning through drama gives a chance to learn by doing and experiencing instead of only passive listening and repeating.

The advantages of using drama in second language teaching are:

1. Drama puts new vocabulary and expressions in their proper context and environment.
2. Drama helps in getting acceptable pronunciation and intonation in English.
3. Drama helps students to take responsibility for their own learning.
4. Drama sets a stress free atmosphere to learn the language.
5. Drama encourages learners and builds up their confidence to speak in public.
6. Drama helps students to build a better understanding of the foreign language culture.⁴⁷

In drama activities children are exposed to use a foreign language, they have the chance to speak and communicate in different situations and take various roles, the language is used meaningfully and appropriately. They use language for real life purposes and in the context that is why it enhances their linguistic abilities and fluency in speaking or listening because they are forced to use their knowledge resources. “Drama helps to extend, retain and reinforce vocabulary and sentence structure through role play and communication games.”⁴⁸. This

⁴⁶ Kedar Nath Dwivedi, *Group Work with Children and Adolescents* (London: Jessica Kingsley Publisher, 1993),P.171.

⁴⁷ Brian Heldenbrand, *Drama techniques in English language learning* (Korea TESOL Journal, 2005) Vol.6 No.1.P,27.

⁴⁸ Sam, Wan Yee, *Drama in teaching English as a second language: Communicative Approach* (Retrieved from <http://www.melta.org.my/ET/1990/main8.html>,1990),P.86.

means that all the theory that students have learnt can be used in a meaningful way. In addition, new vocabulary, or expressions which learners are not familiar with can be guessed from the context, that is why it encourages students to speak even with limited language.

Nevertheless, this speaking in a real life situation provides them with the opportunity to prepare for the real life communication. What is more, the students may practice in a friendly atmosphere with the teachers' help. Because of this, they are not afraid of making mistakes, especially that most of them are not exposed to spoken English outside the class as well as there is lack of contact with native speakers who can talk with students.

Additionally, drama activities are an also as excellent means for practicing correct pronunciation and stress position of language units. Gavin states "drama is a particularly effective tool for pronunciation teaching since various components of communicative competence (discourse intonation, pragmatic awareness, non verbal communications) can be practiced in an integrated way."⁴⁹ Working and practicing proper pronunciation and intonation in a foreign language result in better and more fluent communication.

By taking different roles children can abandon their shyness because they pretend to be somebody else. They also can hide behind some other characters and escape from their real identity. They also can explore different situations and enter another world. They are free to express their feelings and emotions without fear, shyness and anxiety. They are ready to laugh, cry, and dance and do things they

⁴⁹ Gavin Bolton, *Acting in Classroom Drama* (New York: Calendar Islands Publishers, 1999),P.216.

are not ready to do as themselves. When they feel more secure, they are more willing to participate in lesson and their fear to speak is reduced.⁵⁰ In addition, the more they speak and the more fluent they become, their confidence and self-esteem are fostered. In the future also speaking in public is getting less problematic for students who often have the chance for speaking and acting in the classroom. Their lack of confidence can be diminished.

3. Functions and Basic Informal Drama Techniques

Drama provides the opportunity to use the authentic language in the classroom through a diverse range of communicate situations created by teachers. Drama activities are based on problems that need to be solved with the use of a second language. This kind of activities creates the opportunity for learners not only to speak and listen but also to think creatively and to use imagination. Students become more self confident and more aware of the their language abilities, their motivation to learning increases as well as cooperation with other pupils and their surroundings are developed. Maley and Duff describe dramatic activities that can be used in a language classroom as follows:

“They are activities which give the student an opportunity to use his or her own personality in creating the material on which part of the language class is to be based. These activities draw on the natural ability of every person to imitate, mimic and express himself or herself through gesture. They draw too, on the student’s imagination and memory, and natural capacity to bring to life parts of his or her past experience that might never otherwise emerge. They are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is brought together with others. Each student brings a different life, a different background into the class. We would like students to be able to use this when working with others”.⁵¹

⁵⁰ Sarah Philips, *Drama with children* (Oxford: Oxford University Press,2003),P.6

⁵¹ Alan Duff and Maley Alan, *Drama Techniques: A resource book of communication activities for language teachers* (Cambridge: Cambridge University Press, 2005),P,65.

Drama includes many types of language teaching activities. There are techniques which learners should be prepared to do in advance. These techniques include role-play, stimulation or a scripted play. These techniques are recommended to use before activities that are spontaneous and done without preparation like improvisation and acting without a script.

Drama also gives the opportunity to practise language conversation strategies such as taking turns, changing the subject of speaking or requesting or giving information. Children can take part in drama activities even with limited vocabulary and grammar functions because they can use body language, facial expressions or gestures. In the next five sub-chapters of the thesis a description of basic and most popular drama techniques is provided.

CHAPTER III
RESEARCH METHOD

A. Research Design

The research design used is a quasi-experimental research. A quasi experiment is a study that takes place in real-life settings rather than in laboratory settings, they are often considered not truly experimental research, but rather correlational research, which involves identifying statistical relationships between two variables rather than causal relationships.⁵² Below is the general overview of quasi-experimental design.⁵³

Table 3.1
Quasi-Experimental Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

In this research, the students in the experimental class were taught by using informal drama technique and the students in the controlled class were taught without using informal drama technique. The research was done for six meetings, including giving the pretest, treatment, and posttest. Pretest was done to collect the data by measuring students' performance before they received a treatment. Meanwhile, posttest was done to measure students' performance after a treatment.

⁵² Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*, (San Fransisco: John Wiley & Sons, Inc., 2009), p. 37.

⁵³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Educational, Inc., 2008), p. 314.

There were two variables which involved in this research. They were informal drama as the independent variable and speaking skill as the dependent variable.

B. Place and Time of this Research

This research was conducted from January 05rd to 20 January 2018 within six meetings, it takes some steps of data collection includes pretest, presented materials, and posttest in the last meeting. The research was conducted at SMPN 1 Manyak Payed.

C. Population and Sample

1. Population

The population of the research was the eighth grade students of SMPN 1 Manyak Payed in the academic year of 2017/ 2018. They are four classes, namely 8A, 8B, 8C, 8D. The total number of population was 119 students. As can be seen in the following table for detail.

Table 3.2
Population

No.	Class	Male	Female	Total
1.	8A	12	18	30
2.	8B	18	10	29
3.	8C	18	12	30
4.	8D	20	10	30
	Total			119

2. Sample

Sample is a data collection by recording and researching all elements of the subject of research.⁵⁴ In selecting the sample, the researcher used random sampling technique. There were two classes taken from researcher as the sample, namely class 8A as the experimental class and class 8B as the controlled class. She took 8A and 8B as the sample, because the students of each class almost had same ability in English proficiency. It can be seen from their score in the final examination in the first semester. The score was enclosed in the appendices.

D. The Technique of Collecting Data

The technique of collecting data in this research was using quantitative data. This quantitative data was obtained from the students' score in pretest and posttest. The pretest and posttest were given to the experimental and controlled class. The procedures that used in this experimental research were the following:

1. Pretest

The pretest was done before the learning process to measure students' understanding in learning speaking skill at first, so it was held in the first meeting. Students in experimental class were learning speaking skill by using informal drama. Meanwhile, students in controlled class were learning without informal drama.

2. Treatment

In the treatment, the teacher conducted teaching-learning activity with the students in both of experimental and controlled class within three

⁵⁴ Anas Sudijino, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali, 1991), p.26.

meetings. In the first meeting of treatment, the writer explained about material of speaking. Then, in the next two and three meetings, the students were asked for practicing to speak by using different drama, and also different informal drama for students in experimental class especially.

3. Posttest

The posttest was done to identify the progress between the experimental and controlled class, after the teacher gave treatments to the students. In this last meeting, the writer gave the test to the students in experimental and controlled class. The way of delivering the test was similar with the pretest.

The instrument used in this research was oral test, by using pretest and posttest in the experimental class and control class. Pretest and posttest were given with different topic. The students in the experimental and control class were taught by using different method. The students in the experimental class learned speaking skill by using informal drama. Meanwhile, the students in the control class learned speaking skill without using informal drama. Nonetheless, they were given the same topic in the pretest and posttest.

As it has been mentioned that in delivering tests to the students, validity and reliability are required as the measurement of test. Validity is the extent to which it measures what it is supposed to measure. Meanwhile, reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring test.⁵⁵

⁵⁵ J.B Heaton, *Writing English Language Test*, (London: Longman, 1995), p. 159-162.

Then, to make the test reliable, an analytical scale is used as the students' assessment in speaking.

E. The Technique of Data Analysis

To calculate the value the writer used the table valuation of speaking by David P Haris.

Aspects	Score	Description
Pronunciation	4	Have few traces of foreign accent
	3	Always intelligible, though one is conscious of a definite accent
	2	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding
	1	Very hard of understand because of pronunciation problem
grammar	4	Makes few (if any) noticeable errors grammar and word order
	3	Occasionally makes grammatical and or word order errors which do not, however obscure the meaning
	2	Make frequent errors of grammar and word order which occasionally obscure meaning
	1	comprehension difficult. Must often rephrase sentences and or restrict him to basic patterns
Vocabulary	4	Use of vocabulary and idioms is virtually that of a native speaker
	3	Sometimes uses inappropriate terms and or must rephrase the idea because of lexical inadequate
	2	Frequently uses the wrong words;

		conversation somewhat limited
	1	Misuse of word and very limited vocabulary make comprehension quite difficult
Fluency	4	Speed as fluent and effortless as that of native speaker
	3	Speed of the speech seems to be slightly affected by language problem
	2	Speed and fluency are rather strongly affected by language problem
	1	Usually hesitant; often forced into silent by language limitations
Comprehension	4	Appears to understand everything without difficulty
	3	Understand nearly everything at normal speed, although occasional repetition may be necessary
	2	Understand most of what is said slower than normal speed with repetition
	1	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.

Based on the 5 aspects in the total value of the five aspects are divided according to its aspects and in the average value. if the average value has reached the minimum number 4 then the sample is considered to have passed.

In analyzing the data, t-test is used to find out the improving students speaking skill by using informal drama technique. There are several steps to prove the hypothesis, as the following formula.⁵⁶

1. Determining mean of variable X, with formula as follows:

$$M_x = \frac{\sum X}{N_1}$$

M_x : Mean of the score of experiment class

$\sum X$: Sum of the student's score of experimental class

N_1 : Number of students of experimental class

2. Determining standard of deviation score of variable X, with formula as follows:

$$SD_x = \left(\frac{\sum (X - MX)^2}{N} + \frac{\sum (Y - MY)^2}{N} \right)$$

X = Pre-test Score

Y = Post-test Score

MX = Mean of pre-test

MY = Mean of Post-test N = Total of

Respondents

$$\text{to } = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

M_x : Mean of the score of experimental class

M_y : Mean of the score of controlled class

SE_{M_x} : Standard error of experimental class

SE_{M_y} : Standard error of controlled class

The steps that must be done in calculation are:

⁵⁶ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2010), p. 314.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research finding

The writer collected the data from eighth grade students of SMPN 1 Manyak Payed in the academic year of 2017/2018. They were consist of 30 students of experimental group who were taught using informal drama technique and 29 students of control group who were not taught using informal drama technique.

In this chapter, the writer presented the data and the analysis from the result of pre-test and post-test both from experimental and control groups. Finally, the writer determined the table of t-value for significant difference of the research.

1. Experimental Group

a. Pre – test

In the pre-test, the students were asked to speak in group consist of four students. Each of them apply drama with partner's physically and personality. The students' speaking ability was scored using five scales speaking rubric presented in chapter II. The result of the pre-test can be seen on the table below:

Table 4.1
Classification of the Students' Speaking Skill in Pre-Test
Experimental Group

Classification	Score	Rating	Frequency	Percentage
Excelent	23 - 25	5	1	2, 6 %
Very Good	18 - 22	4	7	26, 3 %
Good	13 – 17	3	16	55, 3 %
Fairly Good	8 - 12	2	6	15, 8 %
Poor	5 - 7	1	-	
Very Poor	< 5	0	-	
Total			N = 30	100 %

The percentage was counted using this formula:

$$\frac{\text{Frequency}}{N} \times 100\%$$

In the above table 4.1, there are 30 respondents in this research before given treatment. From all of the respondents, there is only 1 student (2, 6 %) who get excellent, 7 students (26, 3 %) who get very good score, there are 16 students (55, 3 %) who get good score, and there are 6 students (15, 8 %) who get fairly good score. The detail of the students' score on the pre-test presented on the table below:

R = Respondent F = Fluency

P = Pronunciation V = Vocabulary

G = Grammar C = Comprehension

Table 4.2
The Score of Students' Speaking Skill in Pre – test
Experimental Group

NO.	R	F	P	V	G	C	TOTAL	MEAN SCORE (Total : 5)
1	R1	3	4	3	3	3	16	3
2	R2	2	3	1	3	3	12	2
3	R3	5	4	3	3	3	18	4
4	R4	3	4	3	3	4	17	3
5	R5	5	3	3	3	3	17	3
6	R6	1	2	1	3	3	10	2
7	R7	3	4	4	5	5	21	4
8	R8	4	5	4	5	5	23	5
9	R9	2	2	3	3	3	13	3
10	R10	3	3	2	4	4	16	3
11	R11	5	4	5	4	4	22	4
12	R12	3	3	4	3	4	17	3
13	R13	1	4	3	2	3	13	3
14	R14	3	4	3	3	3	16	3
15	R15	3	2	1	2	3	11	2
16	R16	3	3	3	4	4	17	3
17	R17	3	3	1	3	3	13	3

18	R18	3	3	3	3	3	15	3
19	R19	4	3	4	3	4	18	4
20	R20	3	2	3	3	3	14	3
21.	R 21	2	2	3	2	2	11	2
22	R22	3	3	3	3	3	15	3
23	R23	1	3	2	5	4	15	3
24	R24	3	4	4	3	4	18	4
25	R25	4	3	3	4	4	18	4
26	R26	2	3	1	3	3	12	2
27	R27	3	2	3	3	3	14	3
28	R28	2	2	1	3	3	11	2
29	R29	5	4	4	4	4	21	4
30	R30	3	4	3	3	4	17	3

Notes: $\text{Score} = \frac{\text{TOTAL}}{5}$

The students' score was counted using above formula and the writer rounded decimal numbers. If the decimal point less than five then it rounded down, but if the decimal point more than five then rounded up. Example: 3.2 rounded to 3; 3.6 rounded to 4 and so on. Based on the table 4.2, it can be seen that most of the students get good score. There are 16 students who get 3 score with score rate between 13-17 points. There are 7 students get 4 score, 6 students get 2 score and 1 students get excellent score. It can be concluded that most of the students' speaking ability before given treatment in experimental group is good with 3 score, which is explained that the students are able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most informal drama on practical, social and professional topic.

Besides that, the writer also made score of the students' speaking skill before given treatment by using informal drama technique. It was elaborated into five scales through the table distribution frequency and the percentage. It was classified based on English speaking proficiency consist of fluency,

pronunciation, vocabulary, grammar and comprehension. The details of the students' speaking proficiency were presented as follows:

b. Post – test

After giving pre-test, the experimental group was given treatment by using informal drama technique to teach speaking meanwhile the control group was taught using other technique.

The technique is differentiated in order to know whether informal drama is better than discussion technique. The treatment was given three times. In the first time, the students worked in a group consist of 4 students and they make conversation about they topic to present in front of class. Each group was given a different topic or theme they have to discuss. The students were given a topic contain sentence or expression they have to use to express their opinion about the topic. Each student in group apply their topic with informal drama technique. The second and third treatment they sat in a group of 4 again and they were asked to practice with apply use informal drama with different topic. The result of the post-test can be seen on the table below:

Table 4.3
Classification of the Student's Speaking Skill in Post-Test
Experimental Group

Classification	Score	Rating	Frequency	Percentage
Excelent	23-25	5	9	26, 3 %
Very Good	18-22	4	21	71, 1 %
Good	13-17	3	-	2, 6 %
Fairly Good	8-12	2	-	-
Poor	5-7	1	-	
Very Poor	< 5	0	-	
Total			N = 30	100 %

The percentage was counted using this formula:

$$\frac{\text{Frequency}}{N} \times 100\%$$

In the above table 4.3, there are 30 respondents in this research after given treatment. From all of the respondents, there are 9 students (26, 3 %) who get excellent, 21 students (71, 1 %) . The detail of the students' score in the post-test presented on the table below:

R = Respondent F = Fluency

P = Pronunciation V = Vocabulary

G = Grammar C = Comprehension

Table 4.4
The Score of Students' Speaking Skill in Post – test
Experimental Group

NO.	R	F	P	V	G	C	TOTAL	MEAN SCORE (Total : 5)
1	R1	5	5	5	5	5	25	5
2	R2	5	5	4	4	5	23	5
3	R3	5	5	4	4	4	22	4
4	R4	4	4	5	4	4	21	4
5	R5	5	4	5	4	4	22	4
6	R6	3	4	4	4	4	19	4
7	R7	5	5	5	5	5	25	5
8	R8	5	5	4	5	5	24	5
9	R9	4	4	4	3	4	19	4
10	R10	5	4	4	4	4	21	4
11	R11	5	5	5	4	5	24	5
12	R12	4	4	4	4	4	20	4
13	R13	4	4	4	3	4	19	4
14	R14	4	4	4	3	3	18	4
15	R15	4	4	3	3	4	18	4
16	R16	4	4	4	4	4	20	4
17	R17	4	4	4	4	4	20	4
18	R18	4	4	3	3	4	18	4

19	R19	4	4	4	3	4	19	4
20	R20	5	5	5	5	4	24	5
21	R21	4	4	4	4	4	20	4
22	R22	5	5	4	4	5	23	5
23	R23	3	4	4	4	4	19	4
24	R24	4	4	4	3	4	19	4
25	R25	5	4	4	4	4	21	4
26	R26	4	4	4	4	4	20	4
27	R27	5	5	4	4	5	23	5
28	R28	4	3	4	3	4	18	4
29	R29	5	5	5	4	5	24	5
30	R30	5	5	4	4	4	22	4

Notes: Score = **TOTAL**
5

Based on the above table, it can be seen that most of the students get very good score. It can be concluded that most of the students' speaking skill after given treatment in experimental class is very good with 4 score. More than 75 % of the students are able to use language fluently and accurately on all levels normally pertinent to professional needs.

2. Control Group

a. Pre – test

In the pre-test, the students were asked to speak in group consist of two students. Each of them working about their partner's physically and personality. The students' speaking ability was scored using five scales speaking rubric presented in chapter II. The result of the pre-test can be seen on the table below:

Table 4.5
Classification of the Students' Speaking Skill in Pre-Test
Control Group

Classification	Score	Rating	Frequency	Percentage
Excelent	23-25	5	1	2, 6 %
Very Good	18-22	4	6	33, 3 %
Good	13-17	3	16	48, 7 %
Fairly Good	8-12	2	6	15, 4 %
Poor	5-7	1	-	
Very Poor	< 5	0	-	
Total			N = 29	100 %

The detail of the students' score on the pre-test presented on the table below:

Table 4.6
The Score of Students' Speaking Skill in Pre – test
Control Group

No.	R	F	P	V	G	C	TOTAL	MEAN SCORE (Total : 5)
1	R1	2	2	1	3	2	10	2
2	R2	3	4	3	4	3	17	3
3	R3	3	3	3	4	3	16	3
4	R4	2	4	2	3	3	14	3
5	R5	4	3	4	3	3	17	3
6	R6	5	5	5	5	5	25	5
7	R7	3	3	1	4	3	14	3
8	R8	2	3	3	3	3	14	3
9	R9	3	4	1	4	4	16	3
10	R10	1	3	2	3	3	12	2
11	R11	4	4	3	3	3	17	3
12	R12	1	3	1	3	4	12	2
13	R13	4	4	3	4	3	18	4
14	R14	3	3	2	3	3	14	3
15	R15	4	4	5	3	4	20	4
16	R16	2	2	1	2	3	10	2
17	R17	3	4	3	4	3	17	3
18	R18	2	3	1	3	3	12	2
19	R19	4	4	3	4	3	18	4
20	R20	3	3	4	4	4	18	4
21	R21	4	4	2	3	4	17	3
22	R22	3	4	2	3	4	16	3

23	R23	2	3	1	3	3	12	2
24	R24	4	4	2	4	3	17	3
25	R25	3	3	3	3	4	16	3
26	R26	4	4	3	4	4	19	4
27	R27	3	3	3	3	3	15	3
28	R28	5	5	3	4	4	21	4
29	R29	2	3	3	4	3	15	3

Notes: Score = **TOTAL**
 5

R = Respondent F = Fluency

P = Pronunciation V = Vocabulary

G = Grammar C = Comprehension

Based on the above table 4.6, it can be seen that most of the students get good score. There are 16 students get 3 score with score rate between 13-17 points. There are 6 students get 4 score, 6 students get 2 score and 1 student get score excellent . It can be concluded that most of the students' speaking ability in control group is good with 3 score. It means that students in experimental and control group have equal speaking ability

Besides that, the writer also made score of the students' speaking skill in control group. It was elaborated into five scales through the table distribution frequency and the percentage.

b. Post – test

In the post-test, the students were asked about some topic chosen by the teacher. The control group did the post-test by giving their opinion through practice using other technique. The result of the post-test can be seen on the table below:

Table 4.7
Classification of the Students' Speaking Skill in Post-Test
Control Group

Classification	Score	Rating	Frequency	Percentage
Excelent	23-25	5	1	7, 7 %
Very Good	18-22	4	15	51, 3 %
Good	13-17	3	13	41 %
Fairly Good	8-12	2	-	-
Poor	5-7	1	-	-
Very Poor	< 5	0	-	-
Total			N = 29	100 %

Based on the above table 4.7 The detail of the students' score on the post-test presented on the table below:

Table 4.8
The Score of Students' Speaking Skill in Post – test
Control Group

NO.	R	F	P	V	G	C	TOTAL	MEAN SCORE (Total : 5)
1	R1	3	3	4	3	3	16	3
2	R2	4	4	4	4	3	19	4
3	R3	4	5	4	4	4	21	4
4	R4	4	4	4	4	4	20	4
5	R5	4	3	4	3	4	18	4
6	R6	5	5	5	5	5	25	5
7	R7	3	4	3	4	3	17	3
8	R8	4	3	4	3	3	17	3
9	R9	4	4	4	4	4	20	4
10	R10	4	3	3	4	3	17	3
11	R11	4	4	3	3	3	17	3
12	R12	4	3	3	3	4	17	3
13	R13	4	4	3	4	4	19	4
14	R14	4	3	4	3	3	17	3
15	R15	4	4	5	3	4	20	4
16	R16	3	3	4	3	3	16	3
17	R17	3	4	4	4	4	19	4
18	R18	3	4	3	3	3	16	3
19	R19	4	4	3	4	3	18	4
20	R20	3	3	4	4	4	18	4
21	R21	4	4	3	3	4	18	4

22	R22	4	4	4	3	4	19	4
23	R23	3	4	3	3	3	16	3
24	R24	5	4	4	4	4	21	4
25	R25	3	3	3	3	4	16	3
26	R26	5	5	4	4	4	22	4
27	R27	3	3	3	3	3	15	3
28	R28	5	5	4	4	4	22	4
29	R29	3	3	3	4	3	16	3

Notes: SCORE= $\frac{\text{TOTAL}}{5}$

R = Respondent F = Fluency

P = Pronunciation V = Vocabulary

G = Grammar C = Comprehension

Based on the above table 4.7, it can be seen that most of the students get very good score with 15 students who get 4 score with score rate between 18-22 points. Besides that, the writer also made score of the students' speaking skill in the post-test of control group.

In order to know the effectiveness of informal drama technique to improve students speaking skill, the writer compared the mean score both from experimental and control groups from pre-test and post-test. If the mean score of post- test is higher than the pre- test ones, it means that the students' speaking skill is improved . The mean counted using this following formula:

$$\text{Mean} = \frac{\sum X}{N}$$

$\sum X$ = Total Score

N = Total Respondents

1. Experimental Group

Table 4.9
The Score of Students' Speaking Skill in Pre-test and Post-test
(Experimental Group)

No	R	Variable X (Pre-Test)	(X-MX)	Variable Y (Post-Test)	(Y-MY)
1	R1	3	-0.157	5	0.763
2	R2	2	-1.157	5	0.763
3	R3	4	0.842	4	-0.236
4	R4	3	-0.157	4	-0.236
5	R5	3	-0.157	4	-0.236
6	R6	2	-1.157	4	-0.236
7	R7	4	0.842	5	0.763
8	R8	5	1.842	5	0.763
9	R9	3	-0.157	4	-0.236
10	R10	3	-0.157	4	-0.236
11	R11	4	0.842	5	0.763
12	R12	3	-0.157	4	-0.236
13	R13	3	-0.157	4	-0.236
14	R14	3	-0.157	4	-0.236
15	R15	2	-1.157	4	-0.236
16	R16	3	-0.157	4	-0.236
17	R17	3	-0.157	4	-0.236
18	R18	3	-0.157	4	-0.236
19	R19	4	0.842	4	-0.236
20	R20	3	-0.157	5	0.763
21	R21	3	-0.157	4	-0.236
22	R22	3	-0.157	5	0.763
23	R23	3	-0.157	4	-0.236
24	R24	4	0.842	4	-0.236
25	R25	4	0.842	4	-0.236
26	R26	2	-1.157	4	-0.236
27	R27	3	-0.157	5	0.763
28	R28	2	-1.157	4	-0.236
29	R29	4	0.842	5	0.763
30	R30	3	-0.157	4	-0.236
	N= 30	$\Sigma X = 94$	$\Sigma(X-MX) = -1,776$	$\Sigma Y = 161$	$\Sigma(Y-MY) = 1,421$
	MEAN	$MX = 3,133$	$\Sigma X - MX^2 = 3,155$	$MY = 2,806$	$\Sigma Y - MY^2 = 110,51$

In the above table, it shows that the students' score in pre-test (X) and post-test (Y) and mean from pre-test and post-test. After calculating the difference of mean scores between pre-test and post-test, the writer calculated the significant difference by using t-test formula as follows:

$$t_o = \frac{|MX - MY|}{\sqrt{\frac{\sum(X-MX)^2}{N} + \frac{\sum(Y-MY)^2}{N}}}$$

$$t_o = \frac{|3,13 - 4,31|}{\sqrt{\frac{3,13}{30} + \frac{1,105}{30}}}$$

$$t_o = \frac{1,17}{\sqrt{\frac{4,238}{30}}}$$

$$t_o = \frac{1,17}{\sqrt{0,1426}}$$

$$t_o = \frac{1,17}{0,375}$$

$$t_o = 3,12$$

It is assumed that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that informal drama Technique is effective to improve students' speaking skill.

2. Control Group

Table 4.10
The Score of Students' Speaking Skill in Pre-test and Post-test
(Control Group)

No.	R	Variable X (Pre-test)	(X-MX)	Variable Y (Post-Test)	(Y-MY)
1	R1	2	-1.23	3	-0.667
2	R2	3	-0.231	4	0.334
3	R3	3	-0.231	4	0.334
4	R4	3	-0.231	4	0.334
5	R5	3	-0.231	4	0.334
6	R6	5	1.769	5	1.334
7	R7	3	-0.231	3	-0.667
8	R8	3	-0.231	3	-0.667
9	R9	3	-0.231	4	0.334
10	R10	2	-1.231	3	-0.667
11	R11	3	-0.231	3	-0.667
12	R12	2	-1.231	3	-0.667
13	R13	4	0.769	4	0.334
14	R14	3	-0.231	3	-0.667
15	R15	4	0.769	4	0.334
16	R16	2	-1.231	3	-0.667
17	R17	3	-0.231	4	0.334
18	R18	2	-1.231	3	-0.667
19	R19	4	0.769	4	0.334
20	R20	4	0.769	4	0.334
21	R21	3	-0.231	4	0.334
22	R22	3	-0.231	4	0.334
23	R23	2	-1.231	3	-0.667
24	R24	3	-0.231	4	0.334
25	R25	3	-0.231	3	-0.667
26	R26	4	0.769	4	0.334
27	R27	3	-0.231	3	-0.667
28	R28	4	0.769	4	0.334
29	R29	3	-0.231	3	-0.667
N= 29	N= 29	$\sum X=91$	$\sum (X-MX)=-16773$	$\sum Y=103$	$\sum(Y-MY)=-3,667$
5.77316	MEAN	MX=3.17	$\sum X-MX^2=2,791$	MY=3,551	$\sum Y-MY^2=101.74$

Based on above table, it can be seen that X is students' score in pre-test and Y is score in post-test, MX is mean in pre-test and MY is mean in post-test of the control group. After that looking for t-value as follows:

$$t_o = \frac{|MX - MY|}{\sqrt{\frac{\sum(X-MX)^2}{N} + \frac{\sum(Y-MY)^2}{N}}}$$

$$t_o = \frac{|3,17 - 3,551|}{\sqrt{\frac{3,551 + 1,017}{29}}}$$

$$t_o = \frac{,381}{\sqrt{\frac{4,568}{29}}}$$

$$t_o = \frac{,38}{\sqrt{0,1575}}$$

$$t_o = \frac{,38}{0,396}$$

$$t_o = 0,8959$$

Then, looking for degree of freedom (df) = N-k = 29-1= 28. Furthermore, the level of significance is set equal or less than 5%. If the $t_o \geq t$ -table 5%, it means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. T-table for standard of significance with df 28 shows 2,0133. According to this result, it can be concluded that

$t_o \leq t_t$

$$0,8959 \leq 2,0133$$

It is assumed that alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. Thus, it can be said that *there is no improvement of students' speaking skill in the control group*. It means that other technique which is applied in control group doesn't work well.

Next, the writer created a table of mean score between pre-test and post-test of the control group in order to know the significant difference of mean scores from pre-test and post-test of the control group. The writer calculated the significant difference by using t-test formula. The table below shows the result of the calculation.

Table 4.11
The Mean difference between pre-test and post-test
Control Group

Pre-Test	Post-Test	t_o (t-value)	t_t (t-table)
$MX = \frac{\sum X}{N}$	$MY = \frac{\sum Y}{N}$	0,732	2,0133
$MX = \frac{91}{29}$ = 3,17	$MY = \frac{103}{29}$ = 3,551		

From the above table, the mean of pre-test is 3, 3,17 and 3, 3,551 for the post-test. From the calculation of t- test, it is found that t-value is 0,734 with level of significance of the t-table 2.0133. It can be seen that t-value is lower than t-table. Therefore, it can be concluded that there is no significant difference between pre-test and post-test of control group.

To analyze the significant difference between pre-test and post-test of the experimental and control groups, the writer computes the data from the result of the pre-test and post-test of experimental and control groups as follows:

Table 4.12
Pre-test and Post-test Scores of Experimental and Control Group

Group	N	MEAN		t_o	t_t
		Pre- test	Post-test		
Experimental	30	MX1=3,133	MY1=4,3	0,732	2,0133
Control	29	MX2=3,171	MY2=3,551		

The calculation of means from post-test of experimental and control groups shows that the mean of the post-test scores is 3,551 for the control group and 4, 3 for the experimental group. It can be clearly seen that the mean of experimental group is higher than the control group. Next, the writer calculates the mean of post-test scores by using t-test as follows:

$$t_o = \frac{|MY1 - MY2|}{\sqrt{\frac{(\sum(Y1 - MY1)^2) + (\sum(Y2 - MY2)^2)}{(N1 + N2 - 2)} \left(\frac{1}{N1} + \frac{1}{N2}\right)}}$$

$$t_o = \frac{|4,3 - 3,551|}{\sqrt{\frac{(4,3234)}{75} \left(\frac{1}{30} + \frac{1}{29}\right)}}$$

$$t_o = \frac{0,479}{\sqrt{\frac{(4,3234)}{75} \left(\frac{30}{1261} + \frac{29}{1261}\right)}}$$

$$t_o = \frac{0,43201}{\sqrt{(0,00031)(0,04231)}}$$

$$t_o = \frac{0,0031}{\sqrt{0,04231}}$$

$$t_o = \underline{0,57017}$$

0,06091

$t_o = 7,5288$

After that, looking for degree of freedom with 5% significance as follows:

In this study, the level of significance is set equal or less than 5%. If the $t_o \geq t\text{-table } 5\%$, it means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) accepted. T-table for standard of significance with df 75 shows 2,0133. The result shows that the t-value is 9, 7,5288. It can be seen that t-value is higher than t-table of 5% with the degree of freedom (df) of 75 (30+29-2). Since the result of t-value is higher than t-table, it can be concluded

$t_o \geq t_t$ $7,5288 \geq 2,0133$

B. Discussion

It is assumed that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Thus, it can be said that informal drama technique was effective to improve students' speaking skill in the eighth grade students of SMPN 1 Manyak Payed in the academic year of 2017/ 2018.

Based on the result of this study, informal drama technique proves effective to improve students' speaking skill. It is proven by looking at the t-table and t-value. Since the t-value is higher than t-table, it proves that informal drama technique effective to improve students' speaking skill. In other word, this experiment also proves can increase students' confidence, improve students'

speaking skill and create more motivated independent. The rotating turns to speak help students increase their confidence and integrate their listening and speaking skills, and are practical to be implemented in the classroom.

By implementing informal drama technique in speaking class, it can help the students to responsible for their task by taking turns to speak and giving responses to the topic given by the teacher. They also can solve the problems by working together in a group. Informal drama technique create a sense of relationship through community as each group learns and shares their ideas together.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the presenting and result of data informal drama technique it can concluded that informal drama technique is effective used in teaching speaking. Students of experimental class get a higher score after the writer teaching speaking using informal drama technique. The result of the calculation of t-test shows that t-value is 7,5288 with critical value for rejecting the null hypothesis at level of significance 5% with degree of freedom (df) 75 (30+29-2) is 2,0133. It means that t-value is higher than critical value ($7,5288 \geq 2,0133$). The result shows that there is a significant effectiveness between the students who are taught using informal drama technique (experimental group) and those who are not taught using informal drama technique (control group) in the eighth grade students of SMPN 1 Manyak Payed in the academic year of 2017/2018. After implementing informal drama technique, students enjoy and understand in teaching and learning process, they seem very enthusiastic during the learning process, and also they are very enthusiastic when discussing in their respective groups with good cooperation.

B. Suggestion

The writer states some suggestions as follows:

1. The teacher should implement informal drama technique in teaching speaking. Informal drama technique giving clear instruction to the students before implementing informal drama technique because this technique is confusing for the students in the beginning. The teacher should give clear explanation about what the students should do while informal drama technique applied, so that they can understand their role. Clear and well-organized instruction will help the students to perform and understand more easily.
2. The students should be motivated to speak English in the classroom
3. Future researcher should develop this technique for teaching other skills, such as: writing, listening and reading; or teaching speaking in the different level of the students, such as: junior high school students or university students.

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