



**THE EFFECT OF USING DRAMA TECHNIQUE TOWARDS STUDENTS'
SPEAKING SKILL**

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Abstract

An experimental study was carried out with students in class X at SMAN 1 Bangkinang. The goal of this study is to determine how utilizing a drama technique affects students' speaking skills. A quasi-experimental design is used in this research process. Class XA (the experimental class) has 29 students, whereas Class XB (the control class) has 28 students. These two classes as a sample for this study. Class X was the subject of a random sample approach utilized in this study. The speaking test was the instrument employed in this study. It uses the SPSS version 24 software for data analysis. The study found that the experimental class's average student score was 69.38, whereas the control class's average student score was 34.00. Analysis of the data revealed a significant (2-tailed) $0.000 < 0.05$. This indicates that H_a is accepted. Thus, it can be said that using drama techniques positively affects students' speaking skills.

Keywords: *Drama Technique, Speaking Skill, Study*

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INTRODUCTION

Language is a means of communication for humans. Through language, people can convey and receive information in life. In addition, language is also a skill. Thus, the skill of Language needs to be developed as early as possible so that someone can interact and communicate well in society.

English is a foreign language that must be studied in formal education in Indonesia. As a foreign language, English is certainly one of the subjects which are quite scary for students because there are quite a lot of skills or abilities learning targets, such as improving reading, speaking, listening, and writing skills. To master these skills, students must master the English component including

vocabulary, intonation in speaking, pronunciation, and grammar.

English is an international language that serves as a development tool in science, technology and art, and culture between nations. However, many have studied over the years English but are not yet sufficiently proficient or fluent in English. One of the reasons is the limited vocabulary they have. Vocabulary can be defined as all the words contained in a language, the richness of words possessed by a speaker/writer in expressing ideas or expressing their thoughts, words used in a field of science, and a list of words arranged as follows: a dictionary that is accompanied by a brief and practical explanation so that it can immediately understand its meaning (Ma'rifah & Suendarti, 2018). Without sufficient vocabulary, it will be very difficult to express language especially verbally or through speaking. Producing, receiving, and processing information are all steps in the interactive process of meaning construction that are spoken language (Burns & Joyce, 1997) (Al-Eiadeh et al., 2016).

When teaching English, one of the abilities that are taught is speaking. Speaking is the primary skill for learning English. One of the abilities that is in high demand is speaking. We create a text file

when we talk, and that text file needs to be meaningful. We can locate speakers, listeners, messages, and feedback in the process of communication. The interactive process of creating meaning involves all three steps producing, receiving, and interpreting information. Speaking and pronouncing words together cannot be separated since it helps students learn English sounds.

Speaking is the process of expressing one's thoughts, ideas, and feelings via the use of articulation sounds or words (Tarigan, 1981:15) as cited (Yulianti et al., 2013). What has been said, because Speaking is included in informative situations that want to clarify meaning or meaning. According to Handayu (in Mulyantini, 2002:35) as cited (Yulianti et al., 2013), speaking is a form of or the way in which it is done in an effort to establish communication in children's education. With speaking skill, one can convey various kinds stories, expressions of various feelings according to what is experienced, felt, seen, reading, and expressions of willingness and desire to share experiences that obtained.

Speaking skill is a very important language skill. According to Asilestari et al.,(2021) said speaking is the most challenging skill for students to learn among the four skills. By speaking,

students can declared to have mastered the vocabulary learned, rather than having a good idea about the subject matter. Meanwhile, according to Shafi'i (1993: 33) in (Yulianti et al., 2013) suggests that with the ability to speak, we must first fulfill the need to communicate with the community where we live we stay. Therefore, speaking skills have an important role for student. First, it is important for students to be able to select and organize ideas logical reasoning. Second, it is important for students to convey their thoughts and ideas information through approval, disclaimer, and disclaimer of opinion accompanied by with evidence or logical reasons. Third, so that students can respond to the material learning to speak especially expressing thoughts and information. So, can concluded that speaking skill is an important skill for students to train students' thinking skills and be able to find information that is implied in a story and make information as knowledge that is useful in life.

Speaking is the most important component and draw from any language. The most typical and natural means of human communication is language. Speaking may also be a big objective for anyone studying a foreign language as it is safe to conclude that individuals speak far more often than they write. However, it may frequently be hampered by a number

of things, including shyness, a lack of confidence, a fear of other people's opinions, laziness, and so on. Sometimes it can be challenging for people to get over their spoken language barriers, and this can result in stress, pessimism, and a lack of desire in learning.

Regarding with speaking skill in English, many studies have been carried out on students, and as a result there are clear problems that have been detected when dealing with speaking skills. Students seem to use their first language or indonesian language most of the time and make English a foreign language which makes it difficult for them to start speaking in English, making little or no effort when practicing their speaking skills in English. Sometimes they feel shy and refrain from speaking in front of others, and seem difficult to find words and many of them think that English is difficult and the low level of motivation to speak English makes English a foreign language for them.

Based on preliminary research at SMAN 1 Bangkinang by making observations, the authors saw that there are that there are several issues with English language acquisition. Students' issues include a lack of motivation to learn English since they believe the language to be challenging due to the presence of grammatical sentences when speaking. As a result, students worry that their sentences

will not be correct. The pupils then tend to be quiet since they lack vocabulary. The final issue is that they claim that learning English is challenging and complex since teaching methods are unappealing and pupils have a hard time comprehending the information. As a result, they struggle to come up with speech ideas.

Teachers must have teaching strategies so that students can learn effectively and to be efficient, one of the steps to have this strategy is to master presentation techniques or commonly called teaching techniques. Learning technique is the way that a person does in implementing a method systematically specific. Learning techniques can also be carried out in line with or side by side with students learning methods. It is considered it is important to find a suitable and interesting method or technique based on student's needs. They need to be given practice to help improve their speaking skills.

There are several techniques, methods and media used in learning to practice speaking skills. Drama technique is one of teaching methods. Drama is an activity that uses imagination, characters, actions, and ways to make a simple story. Speaking is not an easy thing because it does not only focus on memorizing vocabulary, but speaking requires a lot of

practice. This activity provides an opportunity for students to practice speaking in terms of pronunciation. By using drama in teaching, students can find out vocabulary in English. With the application of drama techniques, students feel happy and are not afraid of mispronunciation.

From the explanation above, it can be concluded that learning speaking can use technique such as drama. It is important to explore the effects of using drama as a technique for learning speaking, especially at SMAN 1 Bangkinang. This research will be entitled: *The effect of Using Drama Technique Towards Students' Speaking Skill at SMAN 1 Bangkinang.*

METHOD

This research is Quasi-Experimental. According to Gay and Airasian (2000:367) in cited (Marleni, 2018) Quasi-experimental research is one of the forms of study that tests hypotheses to identify relationships between cause and effect." It indicates that quasi-experimental study aims to explore the causes behind and consequences of the research.

The research method that the researcher uses is the experimental quantitative method. The reason the researcher uses this method is because the

data needed is quantitative data, that is, information that appears in the field has characteristics that can be displayed in the form of numbers and given treatment. In the form of the application of drama techniques. The design of this study the author uses a control group pretest-posttest design. According to Sugiyono (2017: 112-113) in cited (Sumaryani et al., n.d.) said that, "In this design, there are two groups selected randomly, then given a pretest to find out the initial state, namely the difference between the experimental group and the control group. This design involved two groups, namely the experimental group and the control group." The researchers choose class XA as the experimental class and XB as the control class. The total sample is 57 students. The experimental group was given a pretest before being given treatment in the form of drama, then given a posttest after being given treatment.

RESULT AND DISCUSSION

Based on the data, it can be concluded that the average score obtained in the pre-test is 1504 and the score in the post-test is 2012. In the final result, the average student's speaking skill in experimental class gets a good category.

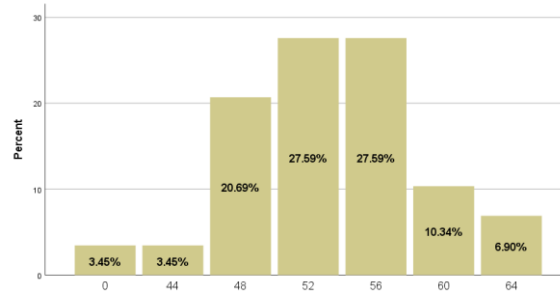


Figure 1 Categories of Pre-test Score in Experimental Class

Based on the figure 1 above it could see that students who receive a score of 0 receive a percentage of 3.45%, then students who get a value of 44 also get a percentage of 3.45%. Students who receive a value of 48 receive a percentage of 20.69%. Students who get a value of 52 with a percentage of 27.59%. Students who get a score of 56 also get a percentage of 27.59. These students are among those who receive a score of 60 with a percentage of 10.34%. It can be concluded that the lowest percentage category is students with a score of 0 (3.45%), and the highest percentage category is students with a value of 52 and 56 (27.59%).

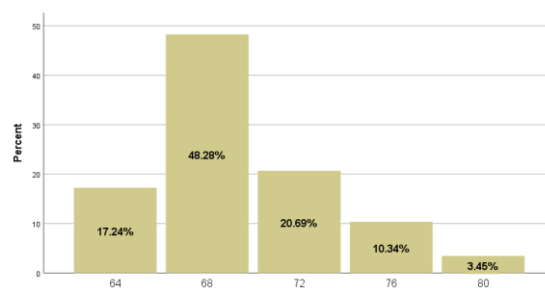


Figure 2 Categories of Post-test Score in Experimental Class

Based on the figure 2 above, it could see that students who receive a score of 64 receive a percentage of 17.24%, then students who get a value of 68 with a percentage of 48.28%. Students who get a score of 72 with a percentage of 20.69%. Students who get a value of 76 with a percentage 10.34%. Students that receive an 80 out of 100, or 10.34%. Conclusion: Students scoring 80 or above (3.45%), and the highest percentage category is students with a value of 68 (48.28%).

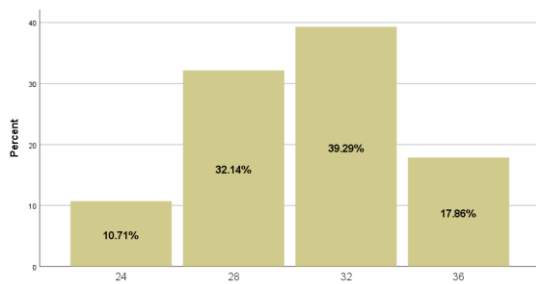


Figure 3 Categories of Pre-test Score in Control Class

Based on the figure 3 above, it could see that who have a score of 24 have a percentage of 10.71%. Students that receive a score of 28 have a 32.14% percentage. Students who get a score of 32 with a percentage 39.29%, and the last, students who get a score of 36 with a percentage 17.86%. It is clear that students with a score of 24 (10.71%) and students with a score of 32 (39.29% respectively) fall into the lowest and greatest percentage categories.

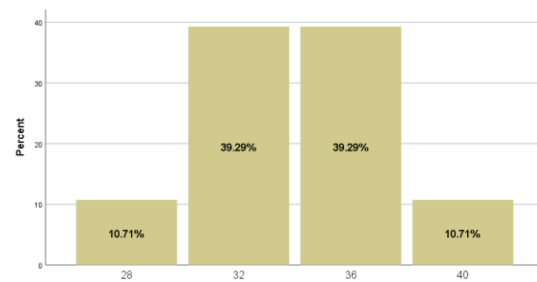


Figure 4 Categories of Post-test Score in Control Class

Based on the figure 4 above, it could see that students who get a score of 28 with a percentage of 10.71%. Students who get a score of 32 with a percentage of 39.29%. Students who get a score of 36 also get a percentage 39.29%, and the last, students who get a score of 40 with a percentage 10.71%. It can be concluded that the lowest percentage category is students with a score of 28 and 40 (10.71%), and the highest percentage category is students with a score 32 and 36 (39.29%).

Based on output SPSS 24 version, Independent Sample T-Test shows levene's test to know the same variance. $H_0 = \text{Variance Population Identic}$ If $\text{Sig } F_{\text{calculate}} > 0.05$, H_0 is accepted. $H_a = \text{Variance Population not Identic}$ If $\text{Sig } F_{\text{calculate}} < 0.05$, H_a is accepted.

Based on the data of SPSS above, it can be seen sig $F_{\text{calculate}}$ in Equality of Variances sig. 0,828. It can be summarized that H_0 is accepted because $0,828 > 0.05$.

In brief, it means the variance population identic.

The t-test for Equality of Means column shows the results of the comparison of the two averages; H_a is acceptable since the t-test value was $38.035 > t\text{-table } 1.673$ with sig. (2-tailed) $0.000 < 0.05$. It may be inferred that the students' speaking skill is impacted by the post-test results in the experimental class.

The study's goal is to determine how applying drama technique affects the speaking skill of class X at SMAN 1 Bangkinang in the academic year 2021/2022. According to the research findings that were presented, the experimental class's overall post-test score, which included 29 students, was 2021. The average score ranged from 64 to 80, with 80 being the highest. The typical post-test score in the experimental group was 69.38. It implies that after employing drama technique to the research, students' speaking ability is regarded as good.

While there were 28 students in the control class, their combined post-test score was 952. The score ranged from 38 to 40, with 40 being the highest. The typical post-test score in the control group was 34.00. In other words, the student's grade is considered subpar. Without using drama technique, the students; speaking skills are characterized as failing in learning.

Based on the hypothesis testing conducted, it can be concluded that the use of drama techniques in learning English can improve students' speaking skills. This is because the drama technique is one of the effective techniques used in learning. This is supported by Susilawati (2013) who claims that using drama technique to improve students' speaking skills is successful. Additionally, students that use the drama technique become more engaged and speak more. According to observations, students showed an increase in activity and were more engaged in the learning process, which is supported by Pasaribu (2018). and the last finding by Yani (2019) who argues that using drama technique has a positive impact on students' speaking skills, supports the last conclusion. The average value of the experimental class, which is greater than the control class, which does not employ theater technique, demonstrates this. The setting, the quantity of participants, and the research approach utilized in this study set it apart from earlier studies.

In relation to findings with previous research from the data showed the researcher found out that speaking skill is very important in the process communicating. One of the educational techniques for enhancing speaking skill is drama technique. Baldwin & Flaming (2003: 18) stated that The drama is a

component of the English language since it is seen as a language-based art form. Meanwhile, O'toole, Stinson & Moore (2009: 63) state that drama is liberates, the

CONCLUSION

Based on the results of data analysis and discussion that has been described in this research, it can be concluded that drama techniques have a good effects on students' speaking skill of class X at SMAN 1 Bangkinang. This is based on the effect test that has been carried out and applied in class XA as an experimental class. Students in the experimental class had better speaking skill than those in the control class. The data analysis demonstrates that more students perform well in the drama-based lesson than in the control group. The study's findings indicated that H_a was accepted. It implies that applying drama techniques has a major impact on students' speaking skills.

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drama is fun, and drama will help us to survive in the world. therefore, drama helps us to speak better.

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