

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
DRAMA TECHNIQUE AT THE FIRST YEAR STUDENTS CLASS C  
OF THE ENGLISH DEPARTMENT OF ADAB FACULTY  
OF THE IMAM BONJOL STATE INSTITUTE  
FOR ISLAMIC STUDIES OF PADANG**

THESIS



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## **ABSTRAK**

**Nofel Nofiadri. 2010. Improving Students' Speaking Skill through Drama Technique at the First Year Students Class C of the English Department of Adab Faculty of Imam Bonjol State Institute for Islamic Studies of Padang. Tesis. Konsentrasi Pendidikan Bahasa Inggris Pasca Sarjana Universitas Negeri Padang.. Pembimbing: (I) Prof. Drs. Zainil, M.A., Ph. D, (II) Prof.Dr. Jufrizal, M.Hum.**

Kata kunci: Keterampilan Berbicara Bahasa Inggris, Teknik Drama

Ada beberapa permasalahan yang dihadapi oleh mahasiswa tahun pertama di Jurusan Bahasa dan Sastra Inggris Fakultas Adab IAIN Imam Bonjol Padang dalam berbicara Bahasa Inggris. Permasalahan pertama adalah kurangnya kosa kata yang dimiliki. Mahasiswa merasa terbatas dalam menyatakan ide dan mereka menggunakan campur kode. Permasalahan kedua adalah tentang kelancaran berbicara karena kecendrungan melakukan proses terjemah waktu berbicara, dimana mereka menggunakan struktur Bahasa Indonesia ketika mengutarakan Bahasa Inggris. Tata bahasa merupakan permasalahan selanjutnya, yang mana kadang-kadang membuat mahasiswa takut untuk berbicara. Masalah lainnya adalah mahasiswa juga memiliki pemahaman rendah yang tergambar dari respon disaat mereka sedang berbicara.

Untuk mengatasi masalah ini, peneliti melakukan Penelitian Tindakan Kelas dengan mengimplementasikan Teknik Drama yang terdiri dari tiga jenis; mime activity, scripted play dan unscripted play. Tiap-tiap jenis terdiri dari empat kali pertemuan kelas yang terdiri dari fase pengenalan, latihan dan penampilan.

Penelitian ini menemukan bahwa impementasi Teknik Drama meningkatkan kecakapan mahasiswa dalam berbahasa Inggris. Hal itu terlihat dari peningkatan nilai rata-rata kelas dari tiap tahap dari 61 meningkat menjadi 66.39. Hasil observasi dengan menggunakan catatan lapangan dan wawancara menggambarkan bahwa adanya suasana menyenangkan dan motivasi yang tinggi dari mahasiswa karena didukung oleh manajemen kelas yang diterapkan.

Teknik Drama meningkatkan kecakapan mahasiswa dalam berbicara Bahasa Inggris yang tergambar dari hasil tes, observasi dan interview. Hasil dari penelitian ini diharapkan menjadi masukan berharga bagi tenaga pengajar di Jurusan Bahasa dan Sastra Inggris Fakultas Adab IAIN Imam Bonjol Padang dan juga bagi peneliti lain dalam mengajar dan melakukan penelitian yang berhubungan dengan kecakapan berbahasa Inggris.

## ABSTRACT

**Nofel Nofiadri. 2010. Improving Students' Speaking Skill through Drama Technique at the First Year Students Class C of the English Department of Adab Faculty of Imam Bonjol State Institute for Islamic Studies of Padang. Thesis. English Education Section, Graduate Program of Padang State University. Advisors: (I) Prof. Drs. Zainil, M.A., Ph. D, (II) Dr. Jufrizal, M.Hum.**

Key Terms: Students Speaking Skill, Drama Technique

There were some problems faced by the first year students of the English Dept. of Adab Faculty State Institute for Islamic Studies in speaking English. The first is lack of vocabulary. Students will be restricted to express their idea and then they will use code mixing. Secondly, students can not speak fluently because the student do translation in the time they produce English, so the effect is they take a longer time to speak and their language adopt *Bahasa Indonesia* grammar. Grammar is the next problem, which sometimes makes students afraid to speak. In other case, students also have low comprehension about what teachers say that reflected from students' responses.

To solve those problems, the researcher conducted a classroom action research by implementing drama technique which consisted of three types; mime activities, scripted play and unscripted play. Each of type took four meetings of each which had three main phases; introduction, practicing and production.

This research found that students' speaking score increased for each indicator. The classroom mean score from cycle to cycle increased from 61 to 66,39. Observation by using field note and interview also show that almost all students enjoyed the class atmosphere and students were motivated by the classroom management.

Drama technique improves students' speaking skill which was indicated by the increasing of their speaking test, result of observation and interview. This result of research hopefully could be as significant input for students' achievement and English teachers in English Dept. of Adab Faculty and other researchers to teach and to conduct the research related to teaching speaking.

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## **CHAPTER I**

### **INTRODUCTION**

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

Speaking skill is an important thing that should be possessed by students who are engaged at the English Department of Adab Faculty of *Imam Bonjol* State Institute for Islamic Studies Padang. In delivering the lesson, teachers will use English mostly although some tend to mix with Indonesian Language. Some teachers design their lesson by organizing students to give a class presentation for each material, which presenting session and discussing session will force the student to speak English. At the end of the course, students will submit a thesis proposal; will follow a comprehensive test and final thesis examination which are also presented in English. So students' speaking skill will give a picture of how successfully they are involved in the learning process and how better they can prove their understanding about the lesson.

Their speaking performance will be the first indicator that gives a picture of their competence in language. Some students may good in reading, whole reading skill is more functional for individual need which is not spontaneously seen in everyday interaction (conversation). Listening is another skill that works together with speaking skill where speaking has turn taking process. If a student actively speaks English, his listening skill will be better as well. This does not say that reading or writing skills are not important for English Department students. They generate each other, but the mastery of speaking skill is easily recognized and shown because when a student can speak fluently, the people will assume that he/she has good English no matter other skills have not been measured yet.

The English Department of Adab Faculty has 278 students (54 % graduated from MAN, 41 % SMU, 5% Boarding School). They are supposed to be able to speak

English actively especially during the classroom process. But their frequency in practicing English during interaction in the classroom and out of the classroom is lower than their native language - Minangnese and Bahasa Indonesia. Sometime some students cannot be heard practicing English out side the classroom which can be witnessed during the time they hang around the campus, cafeteria, library or student lounge. The others who always practice English in and out the classroom are mostly the students that have finished Speaking Subject (I, II, III) unless there are still unexpected performance achievements found.

During preliminary observation since the first meeting of Speaking Class year 2008, the average students have difficulty in speaking English because they have various problems which do not support them in speaking correctly. The last examination score showed that students have low score in vocabulary. Students will be restricted in expressing their ideas, so they will use code mixing. Secondly, students can not speak fluently because the student thinks in Bahasa Indonesia and translates literally, thus taking a longer time to produce English and adopt *Bahasa Indonesia* grammar – *Bahasa* sounded (accent problem). Grammar will be the next problem, which sometimes makes students afraid to speak. For example, they construct a complex sentence in *Bahasa Indonesia* to tell idea and feeling, but they do not know how to manage complex sentence in English – language ego. As a result, they will try to avoid speaking. In other case, students also have low comprehension about what teachers say that will be shown by students' responses (speak act).

For these five latest semesters, the writer has been teaching speaking by applying some methods in order to get satisfying students' achievement. Last semester, pair work and group work teaching methods are the common method that was applied

besides giving a little role play and games. This step reached the syllabi objective for the point of inviting them to speak and building their confidence. Another aspect that gives the contented result is in presenting a convenient speaking environment, but still unlucky for speaking skill target. If their speaking skill is lower so it is difficult for them to convey their idea during lesson process (presentation, proposal seminar, comprehensive test and thesis examination), finally it affects their final GPA. In the last semester result students speaking grade showed an unsatisfactory classroom average score of just 60. Apparently, this factiousness will affect not only the students themselves but also the institute output quality. This is something that the two parties have to pay in order to fulfill the expected result.

Chauhan (2004) found that it works well in improving her students' skill in English by applying Drama Technique in teaching English. She says that an attractive alternative is teaching language through drama because it gives a context for listening and meaningful language production, forcing the learners to use their language resources and, thus, enhancing their linguistic abilities. It provides situations for reading and writing. It is very useful in teaching literary texts as it helps in analyzing plot, character and style. It also involves learners more positively and actively in the text. As Rivers (1983) says, "the drama approach enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through explanation." By using drama techniques to teach English, the monotony of a conventional English class can be broken and the syllabus can be transformed into one which prepares learners to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation. Using drama techniques also fulfils socio-affective requirements of the learners. Moreover, this learner centered approach makes the syllabus personally fulfilling.

Based on Drama Technique characters which enables learner to use what they are learning with pragmatic intent and it would give new motivated classroom approach and procedures in teaching speaking, the researcher tried to apply this technique to solve speaking skill problems at English Dept. of Adab Faculty. Chauhan and River's succeed experience in managing their classroom problems, gave a valuable idea and support to the researcher to apply the technique which was assumed that it can solve the problems of low speaking skill. So students' difficulties in producing utterance because of the problems above will be aided. With high motivation, the writer tried to improve students' speaking skill by applying drama technique through conducting a classroom action research which entitles "Improving Students' Speaking Skill through Drama Technique at First Year Students Class C of English Department of Adab Faculty of Imam Bonjol State Institute for Islamic Studies Padang".

#### **B. Identification of the Problem**

Students' speaking skill is improved not only in the classroom but also outside the classroom. There are many factors to take in consideration for unexpected result of students' achievement in speaking English at the English Department of Adab Faculty State Institute for Islamic Studies. The most influential factors are teachers, student's motivation, inter-language, learning process/strategies (classroom interaction), learning facility, and environment support. This research tried to observe, to find out, and then to improve students learning process which aimed to improve student's vocabulary, grammar, comprehension, accent and fluency during classroom interaction where there was assumption that classroom process is the biggest influential factor for student skill in speaking. Drama technique was implemented to overcome the problems in speaking skill.

### **C. Focus of the Problem**

English Department of Adab Faculty of Imam Bonjol State Institute for Islamic Studies Padang was running four levels of even semester. The object of the research was the students in the second semester (first year students) which has three classes ( A, B, C). The chosen class was class C (lottery process)

Based on the identification above, the writer limited the research only for the method of teaching by applying Drama Technique in teaching speaking which employed miming, scripted play, and unscripted play.

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

This research was conducted to answer these research questions below:

1. To what extend can Drama Technique improve the first year Class C students' skill in Speaking English at the English Department of Adab Faculty?
2. What factors influence the changes of the first year Class C students' skill in speaking English by using Drama Technique at the English Department of Adab Faculty?

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

The purposes of the research are:

1. To explain whether Drama Technique can better improve the first year Class C students' skill in speaking English at the English Department of Adab Faculty.
2. To find out factors that influence the changes of the students' skill in speaking English at the English Department of Adab Faculty by using Drama Technique.

#### **F. Significance of the Research**

This research was expected to catch up students' achievement in speaking and to give contribution to language teaching field generally; signify experience in teaching speaking at State Institute for Islamic Studies. This research should have a hope convincing the students or learners that excellent speaking ability is no longer a big deal. The other teachers can take the progress of this research as the comparative reference to theirs own class question.

#### **G. Definition of the Key Terms**

**Speaking Skill** : the student's ability to speak about most transactional needs and some social situations.

**Drama Technique:** a teaching speaking technique which lied on dramatic activities that drawn by imagination, memory and natural capacity or ability of every person to imitate, mimic and express himself or herself through gesture.

## **CHAPTER V**

### **CONCLSIONS, SUGGESTIONS AND IMPLICATIONS**

#### **A. Conclusions**

After the implementation of Drama Technique for first year students Class C of the English Department of Adab Faculty of Imam Bonjol State Institute for Islamic Studies of Padang, the researcher concludes that this technique improves students' speaking skill by involving three types which are mime activities, scripted plays and unscripted plays. Drama Technique improves students mean score from 61 to 66,39. Mime activities mostly improve students' vocabulary and comprehension. Scripted plays mostly improve students' grammar and fluency. Unscripted plays trains students for fluency and comprehension.

There are factors that students and the researcher have learned from the experience of conducting Drama Technique which achieve a significant result.

- a. Students' motivation is an influential factor in conducting drama technique because this technique needs students' imagination and creativity by personal involvement and action.
- b. Classroom setting or atmosphere takes an important factor to improve the language use by varying the situation and function where the learners trained their communicative competence and language knowledge area.
- c. Classroom management which facilitates varied personal behavior and different level of language ability set learners to have good confidence in speaking.



**B. Suggestions**

There are some evaluable notes that the researcher needs to expose after the research is completed. Evaluation process has to be improved due to some weaknesses found. The conducted test should reveal the effect of Drama Technique in students' speaking skill. During the interview which evaluated the students understanding and responds to the implementation of Drama Technique, a bias occurred. The students weren't frank about what they felt because the researcher was their teacher. The researcher believes that not all students understood and enjoyed Drama Technique but they said they did. The researcher or interviewer needs good skill in conducting an interview. Observation which provides the basic data did not fully record the complexities of classroom dynamic. The researcher feels that it affects the result of the interpretation between cycles to cycle. The quantity of students could be one aspect to be considered in choosing the instrumentation. Finally, the researcher believes that there are other pedagogical points that are not evaluated by this research.

**C. Implications**

The conclusion of this research will positively affect other classes that have similar characteristic to the Class C of the English Department of Adab Faculty. Mime activities, scripted plays and unscripted plays as the type of Drama Technique can be applied with various material and sources that are suitable to the learner. The implementation of Drama Technique – mime activities, scripted plays, and unscripted play- is mostly contributive to improve students' vocabulary building and fluency in speaking English. Drama Technique will be effectively conducted to small numbers of students and to those which are active. This technique can be applied for high school and university level whether it is for General English or Speaking Class, but teacher skill in managing class is a very important thing.

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