

**THE EFFECT OF IMPLEMENTING PROCESS DRAMA ON STUDENTS'  
ABILITY IN DOING STORY TELLING: AN EXPERIMENTAL RESEARCH  
AT SMA N 01 GUNUNG TULEH, PASAMAN BARAT DISTRICT**

**Thesis**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education*



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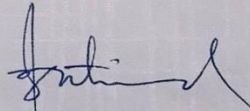
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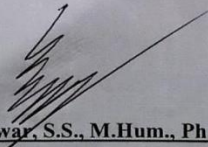
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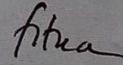
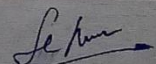
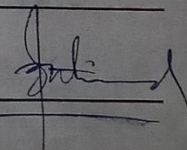
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## ABSTRACT

**Widia Anmolita. 2022. The Effect of Implementing Process Drama on Students' Ability in Doing Story Telling: An Experimental Research at SMA Negeri 01 Gunung Tuleh, Pasaman Barat District. Thesis. English Language Education. Bachelor of Education Program of Universitas Negeri Padang.**

The aim of this research is to see the effect of *Process Drama* on students' ability in doing story telling at grade 10<sup>th</sup> students of SMA N 1 Gunung Tuleh in 2021/ 2022 academic year. Pre-experimental with one group pre and post-test design was the design that used in this research. The population was the tenth grade students at SMA N 01 Gunung Tuleh in 2021/ 2022 academic year that consisted of six classes. The samples were chosen by using purposive sampling. The samples were X science 1 students as the experimental class and control class. There were 30 students (15 students as the students in the experimental class and others as the students in the control class). Telling two stories entitled Bawang Merah & Bawang Putih and Malin Kundang were the instrument of this research which the test was carried out twice; pre and post-test. Students' score of the pre and post-test were analyzed by using *IBM SPSS statistics 26 software*. The finding of the research showed that the implementation of *Process Drama* gave positif effects on students' ability in doing storytelling than conventional classroom; they were more confident in expressing and making gestures based on the situation in the story that they told, and their pronunciation were also better. In conclusion, the implementing of *Process Drama* is effective to improve the students' ability in doing story telling.

***Keywords: speaking, story telling, narrative text, process drama***

## ABSTRAK

**Widia Anmolita. 2022. Dampak Penerapan Metode Process Drama Terhadap Kemampuan Siswa Dalam Melakukan Story Telling. Tesis. Pendidikan Bahasa Inggris. Program Sarjana Universitas Negeri Padang.**

Tujuan dari penelitian ini adalah untuk menemukan dampak penerapan *Process Drama* terhadap kemampuan siswa dalam melakukan story telling pada siswa kelas X IPA 1 SMA N Gunung Tuleh tahun ajaran 2021/ 2022. Desain penelitian ini adalah penelitian pre-eksperimen dengan rancangan one group pre and post-test. Populasi penelitian ini adalah siswa kelas X IPA yang terdiri dari enam kelas. Sampel penelitian dipilih dengan menggunakan *purposive sampling*. Kelas X IPA 1 terpilih sebagai sample yang dibagi menjadi dua kelompok, 15 siswa dimasukkan kedalam kelas eksperimen dan 15 lainnya dimasukkan kedalam kelas kontrol. Instrumen yang digunakan untuk mengumpulkan data adalah story telling; yaitu menceritakan dua cerita yang berjudul Bawang Merah & Bawang Putih dan Malin Kundang. Nilai ujian siswa dianalisis menggunakan perangkat lunak *IBM SPSS Statistics 26 software*. Hasil penelitian menunjukkan bahwa: *Process Drama* memberikan dampak yang positif pada kemampuan siswa dalam bercerita dari pada strategi yang diberikan di kelas kontrol; mereka lebih percaya diri dalam berekspresi dan menampilkan gerak tubuh yang sesuai dengan situasi yang terjadi pada cerita yang mereka ceritakan, pengucapan kata pada setiap kalimat yang mereka ucapkan juga lebih tepat jika dibandingkan dengan sebelum diterapkan *Process Drama*. Kesimpulannya, *Process Drama* adalah metode belajar yang efektif untuk meningkatkan kemampuan siswa dalam melakukan story telling.

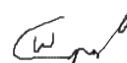
***Kata kunci: speaking, story telling, narrative text, process drama***

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Speaking is defined as the person's ability to communicate with others through language. According to Yinger (1987) the teacher's role is very important to make students speak actively in the classroom. In a good classroom environment, students will often participate freely and enthusiastically if given topics and assignments that are appropriate to their needs. However, when the teacher chooses a topic that is not appropriate, it will be difficult to invite students to speak actively in the class, but the problem that occurs more often is the reluctance of the students themselves. Students easily pick up on the learning process when it is used in everyday conversation. In daily conversation, people frequently tell stories and like them. Usually, they tell their own story to people around them or they read and listen to fairy tales, national history, and local folklore and so on.

At school, in English subjects, stories from the past will be discussed when learning about narrative texts. Narrative text is defined as a story about a series of connected events in time. Its aim is to educate readers about morality and entertain them. According to O'Toole (2003) Narrative is the text that expresses cause and effect over time. This is a useful way to understand how dramatic action is built and managed. The playwright takes a specific event and its characters and moves on to the consequences. Thomas (2016) states that a narrative is a perceived sequence of non-randomly connected events that typically involve humans or quasi-humans, or



other sentient beings, as the experiencing agonist, and from whose experience we can learn moral lessons. It must tell about an event that interesting. Therefore, the narrative must be described clearly, with events arranged in sequence in another effective way. The generic structure of narrative text is orientation: it concerns the first paragraph, which the story's characters and characteristics are introduced. After that, there is complication: where the story's problems started to develop. Then, solution: where the story's problems are resolved, and the last is coda: the moral of the story.

Based on the 2013 curriculum, one of the types of texts that must be studied in first grade in senior high school is narrative text. It is expected of students to be able to summarize the content of the text at the end of the learning; usually students are requested to do storytelling to take the score of their skills. Storytelling is an activity related to telling a story to one or more listeners. According to my experience and interview with an English teacher at SMA N 01 Gunung Tuleh when I did teaching practicum in there, she said there were many of students grade 10<sup>th</sup> that found some difficulties when they are asked to do storytelling, it's difficult for them to do that, because they were not confident and not accustomed to speaking in English. They also lack of ideas and vocabulary. Then, in the learning process they were inactive and bored; some of them made noise and did another activity, instead of listening to the teacher's explanation. So the process of teaching and learning became very monotonous. These may be influenced by the teacher's method; the teacher used conventional techniques with white boards and textbooks. This could be the reason

why they were not creative and confident when they were asked to practice, because they are not used to doing that. In addition, that is also the reason why the process of teaching and learning became monotonous and boring.

Based on what previous researchers have found, usually teachers teach narrative texts to students by asking them to read some texts, do assignments, and discuss the answers together; occasionally they are asked to write texts, but it is rarely. Sometimes the teacher asks them to write the text by arranging scrambled sentences that provided in the text book. Based on the results of observations by Agusta (2015) at SMP N 2 Sanden, the results showed that the students rarely received instruction to writing in English. They just completed the assignment and shared their responses. Sometimes they just rearranged jumbled sentences from the textbooks or those provided by the teacher. Students were reluctant to even write a very basic text, and their writings as not well as the expectation. Then, observations by Krismawati (2018) at SMA N Budi Utama Yogyakarta, teacher usually asked students to read the text in the book and also write the text. The teacher focused on both skills; the skills provided by the teacher are good because these help students in practicing pronunciation, grammar and spelling. On the other hand, speaking and listening are two additional abilities that are essential.

Teachers must use the interesting method to solve this problem so that students are confident and used to speaking in English, especially in storytelling and learning process becomes more pleasant and efficient. Then the Students can participate more and enthusiastic in learning. Process Drama is a teaching and learning method that

enable teacher and students work in and out of roles through improvisation. In the implementation of Process Drama, the teacher starts learning by giving a problem to students and asking relevant questions, then the teacher and students discuss a project to find a solution of the problem. The teacher and students go to an imaginary world, they imagine that they are in that situation, they discuss about the characters and characteristics that will be played, and then they take on a role play.

Process Drama takes place without a script and a separate audience like a drama performance in the theatre. According to O'Neill (1995), through the artistic medium of unscripted drama, Process Drama explores a problem, situation, theme, or series of related ideas or themes. Kao and O'Neill (1998) argue that the aim of Process Drama is to improve students' speech fluency and self-assurance, provide an authentic setting for communication, and foster new classroom relationships. Howell and Heap (2017) state Process Drama is the result of the collaboration between teachers and students, it is a form of educational drama in which teachers and students act as scriptwriters, directors and actors. Process drama makes it possible to learn from imagining experiences, so it will encourage students' creativity, require them to be more active and enthusiastic, so that the process of teaching and learning is not monotonous. Process drama has the potential to boost students' fundamental English language skills, particularly in speaking.

Based on the researcher's investigation through reading article about the implementation of Process Drama, the researcher found that using Process Drama can encourage students to speak and it will train them to be confident in speaking

English, students are more active and creative because all of them are participated. Based on a research by (Samat, 2010) about fostering oral communication through Process Drama. The overall findings of this research found that the respondents responded very positively to the sessions that were designed for the class. The finding showed that Process Drama contributed significantly to oral development and boosted students' self-assurance and motivation. The respondents did enjoy the Process Drama, proving that Process Drama did bring positive effects in learning. Then, a study from (Hulse & Owens, 2019) studied whether students' creativity and innovation in early professional practice can be supported by Process Drama as a teaching tool for modern languages. The author concluded that, despite the obvious advantages of using Process Drama for language learning, they suggested that practitioners of teacher and students must come to an agreement in order for Process Drama to become a part of the repertoire for teaching language. They suggested that teachers and students can get benefit from a more motivating and enjoyable teaching and learning experience by collaborating on innovative approaches. Then, McDonnell (2020) studied whether Process Drama can improve students' speaking participation. This study demonstrates how Process Drama can promote these opportunities for participation and speaking. The positive findings above show that Process Drama has positive effect on students' ability in speaking, as well as increase their creativity and motivation; so the researcher conducted an experimental research to implement Process Drama to see whether it has any positive effects on students' ability in doing storytelling at SMA N 01 Gunung Tuleh grade 10<sup>th</sup>.

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

Based on the background of the research above, the researcher can identify some problems that appear when narrative text was learned by the students in senior high school, especially in storytelling activity. Students had low ability in story telling; they were not confident, not creative, lack of ideas and vocabularies. Then, teaching and learning process were monotonous and boring because teacher used conventional techniques with white boards and textbooks. Process drama is a teaching and learning strategy that both teacher and students take on a role play, it will encourage student to be more confident, active and creative. By implementing process drama in teaching narrative text, we can know whether it gives positive effects on students' ability in doing story telling or not.

## **C. Limitation of the Problem**

Based on the identification of research problem above, this research limits on the effect of implementing Process Drama of students' ability in doing story telling at SMA N 01 Gunung Tuleh grade 10<sup>th</sup>.

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

Based on the background that has been explained above, the formulation of the problem in this study is "To what extent Process Drama gives positive effects on the ability of the grade 10<sup>th</sup> students of SMA N 01 Gunung Tuleh in doing storytelling".

### **E. Research Question**

The research question in this research is whether the Process Drama gives positive effects of students' ability in doing storytelling?

### **F. Purpose of the Research**

The aim of this research is to find out whether the Process Drama gives positive effects of students' ability in doing storytelling?

### **G. Significance of the Research**

The findings of this research hopefully can be useful. It has the potential to enhance the learning process, particularly for English instruction, and also serve as a resource for English teachers. They can apply this model as a mean of improving students' ability in doing story telling. For English learners, they can develop their speaking achievement, especially in storytelling. Then, for next researchers who interest in doing further study, they can apply this method toward other skills. For the researcher herself, this research hopefully can enlarge her experience in teaching speaking, especially in storytelling.

### **H. Definition of key terms**

Process Drama: Process drama is a method of education in which students and teachers raised two issues; Bullying and Disobedience to parents, and then investigated the problems through take on a role play.

Story Telling: Story Telling is the activity of telling two stories entitled Malin



Kundang, Bawang Merah and Bawang Putih.

Narrative text: Narrative text is one of fictitious tales about Malin Kundang, Bawang Merah, and Bawang Putih that are told to entertain and educate.

Speaking: Speaking is a person's ability to communicate with others through language