DEVELOPING STUDENTS' SPEAKING THROUGH DRAMA PERFORMANCE OF SMK NEGERI 1 METRO[1]

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ABSTRACT

This article points out the significant difference of students' speaking skill and their aspects before and after the implementation of drama in SMKN 1 Metro. This is a quasi-experimental research with one group pre-test post-test design. It applies drama performance on students' speaking skill. The result of data analysis shows that the pretest of speaking has mean score 66.93 and the posttest has mean score 74.93. The result of data analysis shows that sig (2 tailed) is 0.000. It means that sig (0.027) < α (0.05=2.919). It can be concluded that there is difference of students' speaking skill before and after taught by drama and there is significant improvement between pretest of speaking and posttest of speaking. Shortly, implementing drama gives significant difference in teaching speaking. In addition, based on the calculation, the researcher found out that the aspect of fluency in speaking skill as the second research question and voice in drama performance as the third research question can be classified to be the aspect that improves the most in this research.

Keywords: *Drama Performance, Teaching Speaking, Speaking Skill*

ABSTRAK

Artikel ini menunjukkan perbedaan antara keterampilan berbicara siswa dan aspek-aspeknya sebelum dan sesudah pelaksanaan drama di SMKN 1 Metro. Penelitian ini merupakan penelitian kuasi-eksperimental dengan satu kelompok desain pre-test post-test. Penelitian ini menerapkan drama pada keterampilan berbicara siswa. Hasil analisis data menunjukkan bahwa pretest berbicara memiliki skor 66,93 dan posttest memiliki skor rata-rata 74,93. Hasil analisis data menunjukkan bahwa sig (2 tailed) adalah 0,000. Itu berarti bahwa sig (0,027) <α (0,05 = 2,919). Dapat disimpulkan bahwa ada perbedaan keterampilan berbicara siswa sebelum dan sesudah diajarkan oleh drama dan ada peningkatan yang signifikan antara pretest berbicara dan posttest berbicara. Singkatnya, mengimplementasikan drama memberikan perbedaan yang signifikan dalam

pengajaran berbicara. Selain itu, berdasarkan perhitungan, peneliti menemukan bahwa aspek kelancaran dalam keterampilan berbicara sebagai pertanyaan penelitian kedua dan suara dalam kinerja drama sebagai pertanyaan penelitian ketiga dapat diklasifikasikan menjadi aspek yang paling meningkatkan dalam penelitian ini.

Kata Kunci: Penampilan Drama, Pembelajaran Speaking, Kemampuan Speaking

INTRODUCTION

Drama helps the students to release their English competence. Dialogue and improvisation are effect forms of drama (Dobson, 1981, p. 48). The goal is to have alternative device to stimulate students in interacting with their friends. Students can be motivated to speak up especially when they were interacted with their friends. Speaking activities involving a drama element, in which students take an imaginative leap out of the confines of the classroom; provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk (Thornbury, 2005, p. 96).

Speaking is one of the four language skills that should be developed beside the other three language skills. According to Spratt et.al (2005, p. 34) speaking is a productive skill like writing, it involves using speech to express meaning to other people. We can develop learners' speaking skills by focusing regularly on particular aspect of speaking, e.g. fluency, pronunciation, grammatical accuracy or body language. As speaking is such a complex skill, learners in the classroom may need a lot of help to prepare for speaking.

Burn and Joice (1993, p. 3) argue that one of the most important aspects of speaking is that it always occurs within a context. When someone speaks, he/she is both using language to carry out various social functions and choosing forms of language which relate in a relevant way to the cultural and social context. Furthermore, Richard and Renandya (2002, p. 201) state that a large percentage of the world's language learners study English in order to develop proficiency in speaking. It means, speaking as one of four language skills should be mastered by students or people if they want to interact with people around the world and get success later in their life. Therefore, mastering speaking is very important for the students in order to make the students are able to communicate in English with other people from other countries easily. Especially if they want to go abroad, it is an obligation for them to be able to communicate in English since English functions as the first international language in countries all over the world. In addition, mastering English for the students of SMK level is very important since they want to continue their study to the higher level or they want to get a job.

But in fact, students face a lot of problems in mastering the speaking skill. The lack of practice of the language both inside and outside the classroom is the main cause of the students' failure in mastering speaking skill.

It was due to many students are self-conscious and don't like to make mistakes or to appear stupid in front of their peers and they are afraid of failure, laughter and ridicule (Saputra, 2015). Besides, the very limited time is also considered to support the failure of the students' speaking skill since the English lesson at school is usually held just for four hours per week which is divided into two meetings. Schools apply the integrated teaching of English consisting of listening, speaking, reading, and writing. Consequently, the proportion of teaching speaking is very limited because it is integrated with the other three language skills. Since the time for teaching speaking is very

limited, English teacher is expected to be able to make use the available time more effectively and efficiently by applying a certain method that can involve all students more actively in joining the speaking class. This seems to be real condition faced by the students at SMK N 1 Metro in learning speaking skill. It can be identified from the students' score in speaking skill that goes lower under minimum passing grade. This was due their limited vocabulary. Some of them knew how to construct sentences but they were reluctant to speak. They were afraid of making mistakes in pronouncing the words, or pronouncing sentences. Besides, they were afraid of being laughed at by other students, so that they just keep silent and bore their ideas and feeling in their mind.

Dealing with this condition, the English teacher is supposed to try using different way in teaching speaking that is by using drama performance that hopefully can involve teacher and students in teaching learning process. The idea of using drama as a way to improve learners' English ability has been popular for many years. In Indonesia, many teachers at vocational school integrate English drama into class, and some schools set up English drama clubs as a part of their after-school extracurricular program. Some eager parents send their children to private English drama class after school. They all hope and believe that these drama classes will help improve their children's English ability, especially in speaking.

Tell me and I forget. Teach me and I remember. Involve me and I learn (Franklin in Albalawi, 2014, p. 54). Students' involvement in the learning process has become the main aim of modern approaches that focus on student-centered class rather than teacher-centered class. Clever involvement that demands a student to use creative thinking skills is the kind of involvement that helps student to learn effectively. Many techniques have been used to assess students' effective involvement. Drama is one of the most important techniques that provide much more involvement for both teachers and students in the learning process. In foreign language classroom, drama is an effective technique as Mattevi (2005) in Albalawi (2014, p. 54) states that the use of drama in the language classroom allows the teacher to present the target language in an active, communicative and contextualized way. As the result, it can transform the class in to such an effective classroom. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange (Saputra, 2015).

Dramatization helps the teacher address the four skills of language learning (speaking, speaking, writing and reading), and it also favors and facilitates the study of some often neglected aspects of language such as pronunciation and body language.

Drama allows the student to express his individuality, and the material, if it is culture-related, brings to life the cultural context of the foreign language. Campbell's (2008) study proved the effectiveness of using drama on students' achievement whereas the effect of drama in foreign language teaching and learning has been the aim of many studies such as Gomez (2010). It was due the fact as stated in the previous paragraph that speaking activities involving a drama element, in which students take an imaginative leap out of the confines of the classroom;

provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk (Thornbury, 2005, p. 96). It is easier for learners to be engaged in a lesson through drama than through instructions or explanations. It can be advantageous for them. Even if a learner has a mute role, they may listen attentively while silently playing the part of a tree or a river Celce-Murcia (2001).

Based on the above description, the researcher believes that the use of drama can solve students' problems at SMK N 1 Metro in learning English especially speaking skill. Thus, based on the unsatisfactory students' speaking skill, the researcher is interested in conducting a research entitled "Developing Students' Speaking through Drama Performance of SMK Negeri 1 Metro". In line with the problem and title above, the researcher states the objectives of the study as follows: 1) to find out the significant difference in students' speaking skill before and after the implementation of drama; 2) to find out the aspects of speaking skill improve the most; 3) to find out the aspects of drama performance improve the most.

RESEARCH METHODS

This research is classified as experimental research. According to Ormrod (2011, P. 4) most of researches related to learning, development and educational practice prove their study in quantitative research. It has involved collecting data that either take the form of numbers or can easily be converted into numbers. These numbers are tabulated and usually statistically analyzed to determine underlying trends and other pattern in the data. Experimental study is a kind of study which is usually used to compare or control the groups between two or more groups to look for the research questions. Ormrod (2011, P. 6) view an experimental study as a study in which the researcher has two variables (independent variable and dependent variable) and two groups (experimental group and control group) that are treated differently. Then, it is measured the effects of something on both variables. Since a quasi-experimental design begins with a hypothesis, which is a tentative declarative statement about the relationship between two or more variables (Mason and Bramble, 1997, p. 71), so a quasi-experimental design is used. Quasi-experimental design is a research design that does not meet the most stringent criteria of external or internal validity, for example, one that has limited generalizability or one in which the design does not control for all but a single variable. Because of the complexities of teaching and learning in classrooms, much quantitative educational research is based on quasi-experimental designs (Richards and Schmidt, 2010, p. 476).

The researcher tried to fulfill experiment criteria by using one group pretest-posttest design. It measured the result from the tests and had the control group. The researcher could use experiment group as control group so the two groups were from the same subject. The participants in this study were not selected randomly but through predetermined criteria of selection (Campbell and Stanley, 1966 in Irsan, 2016, p. 60). The participants were also given 'treatments' through some predetermined conditions set for the study.

In this research, the data was in form of quantitative data. It means that the data is implied in using numerical data or statistic (Gall et al., 2003, p. 135). Thus, the technique of collecting the data is performance test. The researcher uses the subjective test in form of drama performance test to get the scores of the effectiveness of teaching technique in teaching speaking skill. At this point, the students would be given an instruction to perform an oral dialogue based on the given theme.

The assessment is scored on a point scale based on well-defined criteria (a rubric) that is presented in advance. The scoring is done by the teacher. There are four criteria/aspects that are employed in this scoring rubric. In scoring the students' drama performance and speaking skill the researcher needs an inter-ratter. Inter-rater is a person who assigns a score or rating to a test taker's oral or written performance on the basis of a set of rating criteria (Richards and Schmidt, 2010, p. 481). Therefore, the researcher was helped by one of the English teacher from SMKN 1 Metro as the second rater.

Before the instrument is given to the students, the researcher conducted a try out test to find out the validity and reliability of the instrument. Based on the calculation, it is known that the score of validity is 0.915. It can be said that the instrument has very high level of validity. Furthermore, the score of reliability is 0.963. It can be said that the instrument has very high level of reliability. Therefore, the instrument can be used for the research purpose. In addition, the instrument of pretest is the same as that of posttest.

Research Population and Sample

In conducting a research, it is important for the researcher to determine the people to be discussed in the research. The people are called as population. Johnson and Christensen (2004) say that population is the set of all elements. The population may be all the individuals of particular type or a more restricted part of that group (p. 158). In this research, the population is all the tenth grade students of SMKN 1 Metro in the academic year of 2017/2018. There are eleven classes in which each class consists of 28 students, and the total number of the students is 308 students. In addition, based on the test from each core competence, it is known that the students' speaking skill is almost the same among eleven classes.

After determining the population, a researcher should do the next plan that is determining the sample, because sample is the group from which information is obtained, preferably selected in such a way that the sample represents the larger group or population (Fraenkel and Walen, 1993, p. 20). The sample of this research was determined by using purposive sampling. There are eleven classes of the tenth grade of SMKN 1 Metro, in which the total number of the students are 308 students. However, the researcher just handles one class, that is X accounting. Therefore, a class of X accounting was determined to be the sample of this research.

RESULTS AND DISCUSSION

The research was conducted in the tenth grade of SMKN 1 Metro, from 09th October to 28th October 2017. This study was conducted every Tuesday and Saturday in a week. The class consisted of twenty eight students with fifteen girls and thirteen boys.

On Monday, 09th October 2017, the researcher conducted pre-test as the first step in this study. Before the

researcher conducted the pre-test, the researcher explained why she entered into the classroom. Then, the researcher also conducted interaction with the students in the classroom. The researcher asked the students about what were their problems faced when they were studying English lesson, especially in speaking skill. In this case, the students gave many opinions about that case. After the researcher conducted interaction with the students, the researcher gave the pre-test to them. The researcher gave the students a piece of paper, and then the researcher asked them to pay attention instruction in that paper one by one. The students could ask to the researcher if there was the ambiguous instruction. After the students understood about the instruction, they started to do the pre-test. In this opportunity, the researcher gave speaking test to the students as pre – test for about sixty minutes.

Then, on Tuesday 10th October until Saturday 28th October 2017 the researcher conducted the treatment of the implementation of drama in teaching speaking to the students. In this case, the treatment was started by greeting the students, inviting students to pray together, checking students' attendance, introducing a learning technique that was drama in teaching speaking to the students, and explaining the advantages of the implementation of drama in teaching speaking to the students.

The data of this research was taken from two sources. They were data of speaking skill and data of drama performance. The results of test were two kinds for each sources, they were pre-test and post-test. The pre-test was done on October 09th 2017. The students should perform a drama based on the theme given. After the students were given treatment by using drama in teaching speaking skill, the researcher gave the posttest to them to get the data. The data of each group are presented as follows:

The Result of the Pretest in Speaking Skill

The researcher administered the pretest before giving the treatment. The result shows that the mean scores of the students in the pretest of speaking are 66.93. Further description of the data can be seen in the table 1 below:

Table 1. Descriptive Statistics of Pretest Data
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	28	50.00	77.00	66.9286	7.09162
Valid N (listwise)	28				

The Result of the Posttest

Posttest was done after giving the treatment to the students. The treatments were done four times. The results of the posttest were got from 28 students as the sample with the same research instrument as the pretest of speaking. The mean score of posttest was 74.93. Further description of the data can be seen in the table 2 below:

Table 2. Descriptive Statistics of Posttest Data in Speaking Skill
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	28	67.00	87.00	74.9286	5.84952
Valid N (listwise)	28				

The Difference in Students' Speaking Skill before and after the Implementation of Drama

The objective of the research is to know whether there is significant difference in student's speaking skill before and after the implementation of drama. The researcher conducted t-test to prove the hypothesis proposed toward the result of posttest. The criteria for this hypothesis test are accepted if t-observed is higher than t-table at the certain level of significant, in this case the researcher used 0.05.

Table 3. Results of Pretest and Posttest
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66.9286	28	7.09162	1.34019
	Posttest	74.9286	28	5.84952	1.10546

Table 4. Results of Paired Samples T-Test
Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	8.00000	7.27247	1.37437	10.81997	5.18003	5.821	27	.000

Based on Table 3 above, the pretest of speaking that consist of 28 students has mean score 66.93 for the pretest of speaking and the posttest of speaking has mean score 74.93. Table 4 shows that sig (2 tailed) is 0.000. It means that sig (0.027) < α (0.05=2.919). It can be concluded that H_0 is rejected and H_a is accepted that there is difference of students' speaking skill before and after taught by drama and there is significant improvement between pretest of speaking and posttest of speaking. Table 3 indicates that students' mean score of posttest (74.93) is higher than that of pretest (66.93). In short, implementing drama gives significant difference in teaching speaking.

The Result of Pretest and Posttest Data in Aspects of Speaking Skill

The following table discusses the result of pretest and posttest data in speaking skill. It includes the mean of each score in the four aspects of speaking skill and the gain score from the pretest and posttest.

The Result of the Accuracy Aspect

The following table is based on the calculation using SPSS 16.0 in which the first aspect in speaking skill is accuracy aspect.

Table 5. The Result of Calculation on the Aspect of Accuracy

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_ACCURACY	18.3571	28	2.51240	.47480
POSTTEST_ACCURACY	20.7500	28	1.64711	.31127

Paired Samples Test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean			Lower	Upper			
Pair 1 PRETEST_ACCURACY - POSTTEST_ACCURACY	2.39286	2.71265	.51264	3.44471	1.34100	4.668	27	.000

Based on Table 5 above, it shows that the mean score of pretest in accuracy is 18.36 and the mean score of posttest in accuracy is 20.75. It means that there is improvement for about 2.39 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.000. It means that sig (0.067) < α (0.05=2.919). It can be concluded that there is difference of students' accuracy in speaking skill before and after taught by drama and there is significant improvement between pretest and posttest.

The Result of the Fluency Aspect

The following table is based on the calculation using SPSS 16.0 in which the first aspect in speaking skill is fluency aspect.

Table 6. The Result of Calculation on the Aspect of Fluency

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_FLUENCY	15.0714	28	1.82429	.34476
POSTTEST_FLUENCY	18.8571	28	1.64911	.31165

Paired Samples Test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean			Lower	Upper			
Pair 1 PRETEST_FLUENCY - POSTTEST_FLUENCY	3.78571	1.93136	.36499	4.53462	3.03681	10.372	27	.000

Based on Table 6 above, it shows that the mean score of pretest in fluency is 15.07 and the mean score of posttest in fluency is 18.86. It means that there is improvement for about 3.79 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.000. It means that sig (0.000) < α (0.05=2.919). It can be concluded that there is difference of students' fluency in speaking skill before and after taught by drama and there is significant

improvement between pretest and posttest.

The Result of the Grammar Aspect

The following table is based on the calculation using SPSS 16.0 in which the first aspect in speaking skill is grammar aspect.

Table 7. The Result of Calculation on the Aspect of Grammar

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_GRAMMAR	16.2500	28	1.50616	.28464
POSTTEST_GRAMMAR	16.2857	28	1.84305	.34830

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 PRETEST_GRAMMAR - POSTTEST_GRAMMAR	.03571	1.99039	.37615	.80751	.73608	.095	27	.925

Based on Table 7 above, it shows that the mean score of pretest in grammar is 16.25 and the mean score of posttest in grammar is 16.29. It means that there is improvement for about 0.36 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.925. It means that sig (0.000) < α (0.05=2.919). It can be concluded that there is difference of students' grammar in speaking skill before and after taught by drama and there is significant improvement between pretest and posttest.

The Result of the Vocabulary Aspect

The following table is based on the calculation using SPSS 16.0 in which the first aspect in speaking skill is vocabulary aspect.

Table 8. The Result of Calculation on the Aspect of Vocabulary

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_VOCABULARY	17.3214	28	1.84699	.34905
POSTTEST_VOCABULARY	19.0714	28	1.63137	.30830

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 PRETEST_VOCABULARY - POSTTEST_VOCABULARY	1.75000	2.15381	.40703	2.58516	.91484	4.299	27	.000

Based on Table 8 above, it shows that the mean score of pretest in vocabulary is 17.32 and the mean score of posttest in vocabulary is 19.07. It means that there is improvement for about 1.75 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.000. It means that sig (0.000) < α (0.05=2.919). It can be concluded that there is difference of students' vocabulary in speaking skill before and after taught by drama and there is significant improvement between pretest and posttest.

Based on the table description data above, the mean of aspect fluency improves from 15.07 to 18.86. It means that there are about 3.79 points improvement in this aspect which makes this aspect to be the aspect of speaking skill that improves the most. It is then followed by the aspects of accuracy. The improvement in this aspect amounts to 2.39 points which is taken from the gain between the mean of pretest (18.36) and the mean of posttest (20.75). Thus, the aspect of vocabulary improves from 17.32 to 19.07. It means that there is about 1.75 points improvement in this aspect. The last but not the least is the aspect of grammar. The improvement in this aspect amounts to 0.04 points which is taken from the gain between the mean of pretest (16.25) and the mean of posttest (16.29).

The Result of the Pretest and Posttest Data in Aspects of Drama Performance

The following table discusses the result of pretest and posttest data in drama performance. It includes the mean of each score in the four aspects of drama performance and the gain score from the pretest and posttest.

Table 1. Result of Pretest and Posttest Data in Aspects of Drama Performance

Components	Result of Pretest	Result of Posttest	Gain
N (Sample)	28	28	-
Voice	17.43	20.11	2.68
Memorization	17.39	18.14	0.75
Facial Expression	16.04	16.00	-0.04
Blocking	17.79	18.46	0.68

The Result of the Voice Aspect

The following table is based on the calculation using SPSS 16.0 in which the first aspect in drama performance is voice aspect.

Table 2. The Result of Calculation on the Aspect of Vocabulary

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_VOICE	17.4286	28	2.16758	.40963

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST_VOICE	17.4286	28	2.16758	.40963
	POSTTEST_VOICE	20.1071	28	2.39350	.45233

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST_VOICE - POSTTEST_VOICE	2.67857	1.58823	.30015	3.29442	2.06272	8.924	27	.000

Based on Table 2 above, it shows that the mean score of pretest in voice is 17.43 and the mean score of posttest in voice is 20.11. It means that there is improvement for about 2.68 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.000. It means that sig (0.000) < α (0.05=2.919). It can be concluded that there is difference of students' voice in drama performance before and after taught by drama and there is significant improvement between pretest and posttest.

The Result of the Memorization or Improvisation Aspect

The following table is based on the calculation using SPSS 16.0 in which the second aspect in drama performance is memorization or improvisation.

Table 3. The Result of Calculation on the Aspect of Memorization/ Improvisation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST_MEMORIZATION	17.3929	28	1.98773	.37565
	POSTTEST_MEMORIZATION	18.1429	28	2.06764	.39075

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_MEMORIZATION	17.3929	28	1.98773	.37565
Pair 1 PRETEST_MEMORIZATION - POSTTEST_MEMORIZATION	.75000	1.14261 .21593 1.19306 .30694 3.473 27		.002

Based on Table 3 above, it shows that the mean score of pretest in memorization/ improvisation is 17.39 and the mean score of posttest in memorization/ improvisation is 18.14. It means that there is improvement for about 0.75 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.002. It means that sig (0.000) < α (0.05=2.919). It can be concluded that there is difference of students' memorization/ improvisation in drama performance before and after taught by drama and there is significant improvement between pretest and posttest.

The Result of the Facial Expression Aspect

The following table is based on the calculation using SPSS 16.0 in which the third aspect in drama performance is facial expression aspect.

Table 4. The Result of Calculation on the Aspect of Facial Expression

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_FACIAL_EXPRES	16.0357	28	2.20239	.41621
POSTTEST_FACIAL_EXPRES	16.0000	28	2.21108	.41786

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 PRETEST_FACIAL_EXPRES - POSTTEST_FACIAL_EXPRES	.03571	.83808	.15838	.28926	.36069	.225	27	.823

Based on Table 4.above, it shows that the mean score of pretest in facial expression is 16.04 and the mean score of posttest in facial expression is 16.00. It means that there is decreasing for about 0.04 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.823. It means that sig

(0.000) < α (0.05=2.919). It can be concluded that there is difference of students' facial expression in drama performance before and after taught by drama and there is no significant improvement between pretest and posttest.

The Result of the Blocking Aspect

The following table is based on the calculation using SPSS 16.0 in which the fourth aspect in drama performance is blocking aspect.

Table 5. The Result of Calculation on the Aspect of Blocking

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST_BLOCKING	17.7857	28	2.55831	.48348
POSTTEST_BLOCKING	18.4643	28	2.36459	.44686

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 PRETEST_BLOCKING - POSTTEST_BLOCKING	.67857	.77237	.14596	.97807	.37908	4.649	27	.000

Based on Table 5 above, it shows that the mean score of pretest in blocking is 17.79 and the mean score of posttest in blocking is 18.46. It means that there is improvement for about 0.68 points. Thus, the result of paired sample t-test shows that sig (2 tailed) is 0.000. It means that sig (0.000) < α (0.05=2.919). It can be concluded that there is difference of students' blocking in drama performance before and after taught by drama and there is significant improvement between pretest and posttest.

Based on the table description data above, the mean of aspect voice improves from 17.43 to 20.11. It means that there are about 2.68 points improvement in this aspect which makes this aspect to be the aspect of drama performance that improves the most. It is then followed by the aspects of memorization or improvisation blocking. The improvement in this aspect amounts to 0.75 points which is taken from the gap between the mean of pretest (17.39) and the mean of posttest (18.14). Thus, the aspect of blocking improves from 17.79 to 18.46. It means that there are about 0.68 points improvement in this aspect. The last but not the least is the aspect of facial expression/body language. This aspect decreases from 16.04 to 16.00. It means that there is a reduction points for about 0.04 points which make this aspect has the less improvement of others.

DISCUSSION
The Significant Difference in Students' Speaking Skill after the Implementation of Drama.

There is significance effect of drama performance in teaching speaking skill. The use of drama in teaching language raises the students' awareness towards the target language and culture. Learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way Sarıçoban (2004, p. 15). In other words, the use of drama seems to be an effective technique in today's communication-based, student-centered foreign language teaching. Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master. Particularly, teachers, who wish to make language learning more colorful, motivating and interesting, can make use of drama in their language classes. Since drama is the reenactments of social events, students improve their personality and code of behavior. Thus, they can achieve more meaningful and realistic teaching from which students can benefit to a great extent. It is easier for learners to be engaged in a lesson through drama than through instructions or explanations. It can be advantageous for them. Even if a learner has a mute role, they may listen attentively while silently playing the part of a tree or a river.

Drama is believed to be effective to improve the students' learning of speaking process through its systematic structures of learning. In the process, students are engaged to involve and participate actively in the speaking learning through group practice, and group performance. This technique also decreases their boredom during the learning process. Those ways of learning motivate students to speak easily. By applying this learning technique, students' speaking ability can be improved.

This technique is helpful to build an independent learning in a speaking class because it has structures of learning which maximize students' involvement and cooperation in speaking both individually and in groups. So, students are motivated to join the speaking activities actively. Moreover, this technique makes students to interact with others so that they can accomplish the task given.

Group learning in the drama technique gives some benefits for both students and the teacher in the speaking activities. For students, group learning is effective to improve their independence and group cooperation in learning speaking. Through practice and sharing ideas, students are assigned to think actively, seriously, and critically in speaking. Furthermore, the use of group learning minimizes the domination of higher achieving students. Through practice, students can help each other solve their problems. As a result, all of them have equal opportunities to participate in the speaking activities. Through performance in group, students get more individually talking opportunities. This technique allows the students to practice their speaking ability through individual performance. They also need to contribute their idea and information to their group. Thus, the students' self-confidence can be increased. Moreover, group learning is also useful for the teacher to control the classroom and engage students' attention during the teaching and learning of speaking.

The implementation of drama technique in learning speaking gives positive effects and so does negative effect on students' speaking skill. The result of the gain between pretest and posttest shows that students' speaking scores is improved; however, there are some of them who are decreased. By comparing the result of the data of speaking score in the pretest and posttest, it can be concluded that students' individual achievement by using drama technique increases the most in aspect of fluency but it is ineffective in aspect of grammar. It implies that the implementation of this technique is helpful to improve students' speaking skill especially in aspect of fluency but it is ineffective in aspect of grammar.

The Aspects of Speaking Skill Improve the Most

Based on the data of speaking skill aspects in the pretest and posttest which is taken from 28 students of X accounting as the sample of this research, the researcher finds that the aspects of fluency as one of the four aspects used in this research improve the most. It can be seen from the gain between the score for fluency in the pretest and posttest which amount to 3.79 points. The score of this aspect improves better than the other three aspects. The aspect of fluency improves from 15.07 (pretest) to 18.86 (posttest).

Through drama, students learn to use regular speech. Almond (2005, p. 11) draws attention to the fact that through drama the division between the organized language inside a classroom and the spontaneous language in the real world will narrow. This is achieved, as he continues, due to drama engaging students in authentic real life situations. Furthermore, Heikkinen (2005) continues that drama develops students' non-verbal and verbal communication skills. Moreover, Clipson-Boyles (1998, p. 3) shares a similar view by stating that drama puts language into context. It brings authenticity into the classroom that exposing the learners to the target culture as well as the social problems a society may be undergoing. It offers students the space and time to develop new ideas and insights in a range of contexts.

Thus, when students are obliged to participate in meaningful activities and use English, they strive to use normal everyday speech. As a result, students speak in English in order to fulfill the assignments and inadvertently practice their language skills. When students practice their language skills using drama, it will increase their creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature.

The Aspects of Drama Improve the Most

Based on the data of drama performance aspects in the pretest and posttest which is taken from 28 students of X accounting as the sample of this research, the researcher finds that the aspects of voice as one of the four aspects used in this research improve the most. It can be seen from the gap between the total percentage score for voice in the pretest and posttest which amount to 13.22 points. The score of this aspect improves better than the other three aspects.

The aspects of voice improve the most for some reason. Firstly, it goes without saying that drama stimulates the imagination and promotes creative thinking. It was due to the benefit of

drama is bringing authenticity into the classroom. Therefore, it will develop students' critical thinking skills. It is in line with Noaman (2013) who states that drama Increases creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature. Secondly, after students' critical thinking skills have developed, it can promote their language development and reinforces their positive self-concept. It can also strengthen their comprehension and learning retention by involving the senses as an integral part of the learning process so that it can provide a solid basis for the learners to bridge the gap between their receptive and productive skills. As the result, it heightens their effective speaking skills. Students produce many languages. Student can speak clearly, though it is difficult to understand on some of the script; however, drama fosters peer respect and group cooperation so that students' voice can be loud and clear; words are easily understood.

CONCLUSION AND SUGGESTION

Based on the data analysis, the researcher concludes that the research findings for the X accounting grade students of SMK Negeri 1 Metro are as follows: 1) there is significant difference in students' speaking skill after the implementation of drama. The implementation of drama technique in learning speaking gives positive effects on improving students' speaking skill. By comparing the result of the data of speaking score in the pretest and posttest, it can be concluded that students' individual achievement by using drama technique increases. It implies that the implementation of this technique is helpful to improve students' speaking skill; 2) fluency is the aspect of speaking skill improves the most. This improvement is better than the other three aspects. It can be concluded that the aspects of fluency as one of the four aspects used in this research improve the most. However, the implementation of drama is not suitable to teach students' grammar aspect in speaking skill for the majority of students; 3) voice is the aspect of drama improves the most. This improvement is better than the other three aspects. It can be concluded that the aspect of voice as one of the four aspects used in this research improve the most. On the other hand, there is decreasing for the aspect of facial expression. It indicates that the aspect of students' facial expression in drama performance is not suitable for the majority of students.

Considering the conclusions of this research, there are some implication and suggestions addressed to English teachers, students, and further researchers. Some of the implication and suggestions are as follow:

Teacher must be more creative to find the effective technique to develop student's skill, especially in speaking such as using drama in the process of teaching and learning process. The teacher also must always give spirit and support to the student in order to improve and explore their ability, especially to speak English.

Hence, the researcher suggests that teachers implement drama to teach speaking because it has been proven to be a good technique in teaching speaking skill. Teacher should use Drama as a technique in the teaching of Performing Drama to improve student's fluency in speaking skill, because it can help students motivate to speak and

improve student' fluency. By Performing Drama, students can minimize their barrier to try to speak or make conversations when they are going to make interaction with their friends. It is because drama is done by group or pair, so it can build students' bravery to speak using English and can improve student's pronunciation. Teacher should prepare the situations well. For example, make situation with script. It means that before using Performing Drama as method in the teaching student's speaking skill. It will be better if teacher prepare the situations with title's script that will be played by the students. Teacher should be able to manage the class that suddenly become so hysteric and hard to be controlled when some students make mistake in performing drama when they are making conversation with their friends.

This technique can be a solution to increase students' confidence to speak in front of public because the chronological procedures accommodate social awareness. Teacher also can modify the procedures if individual behavior and attitude different to the researcher's practice class. It is important to be noted that teacher-students relationship has a significant factor to a successful classroom procedures because this activity involves emotion, knowledge and experience sharing, and belief of each part.

Based on the conclusion, it can be seen that the implementation of drama is effective to increase student's speaking skill and drama performance. Student's speaking skill and drama performance after using drama are increased; however, this research was conducted in the vocational school level. Therefore, further researcher can try to find out the effect of using drama in different level.

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