

Improving Students' Speaking Skill Using Mini Drama at Senior High School

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ABSTRACT

The purpose of this study determine whether there was a significant influence using Mini-drama Technique to improve students speaking skill at Tenth grade of SMKI AL KHOIRAT Tangerang in academic year 2020/2021. The method of the research used quantitative research with quasi-experimental research. In this research design consists of experimental class and control class without random selection. The students were tested by using pre-test and post-test. The result showed statistical calculation by *kolmogorov-smirnova* test, based on testing of hypothesis, it was known that the sig (0.000) was similar than 0.05. Therefore, it can be conclude that there is a positive effect of the mini-drama technique on students speaking skill at tenth grade of SMKI AL KHOIRAT KabupatenTangerang.

Keyword: Effect, Drama, Speaking skill

INTRODUCTION

Speaking defined as one of the complicated skills in learning English. It is caused this skill as the basic of human communication. Speaking is also a verbal language used by people to communicate, express thought, ideas, opinion, and feeling in social life. It is a process to take some information from others through speaking

According to Parmawati & Inayah (2019) "*Speaking is a productive skill that falls into two categories: accuracy and fluency. Accuracy consist the use of vocabulary, grammar, and pronunciation through several activities, and fluency takes into the ability to keep going when speaking spontaneously.*"

As Schnapp & Olsen (2003) stated that "*by learning to speak English well, students gain a valuable skill which can be useful in their life and contribute to their community and country.*" Students who can speak English well may have a better chance for further education, finding employment and gaining promotion easily.

Kusnirek (2015) stated that speaking is one of the most difficult skills that students may have because it requires a lot of practice and also exposure. In addition, many people identify that speaking with the abilities to master their target language. It is caused being able to speak fluently with native speaker very often proves true linguistic level.

Speaking also explained in the *Qur'an* in *Q.S Ar-Rahman*: verses 3-4 an ability to communicate or art of speech

خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

It means: "Created man, (and) taught him eloquence."

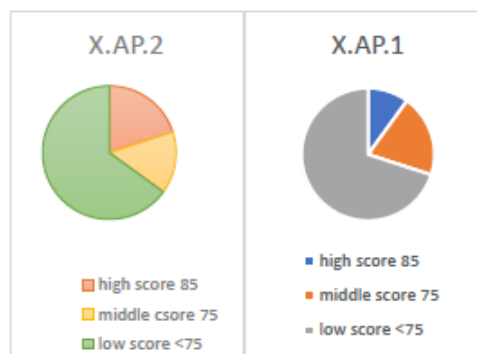
From the verses above, it is known that Allah has given to human beings eloquence to communicate each other to express thought and intentions as a real symbol intelligent human who have been blessed with freedom and authority.

It can be concluded through theories above that speaking is one of the skills that must be mastered by students in learning English as a basic of human communication to maintain relationships and one of skills which useful in students life.

Besides, Rochman (2014) said that mini drama technique were challenging and effective in improving their English speaking skill.

Mini drama is similar to drama. The duration of time is the most difference between drama and mini drama. *"The common drama takes longer times runs for 30-60 minutes. However, mini drama shorter than the common drama, it runs for 15-30 minutes only."* (Mufarifah,Fitrotul, Purnamasari 2015).Sulistiyorini (2018) stated that drama is one of literary genre that provide an art entertainment in a form of a stage performance. As a part of literary genre drama tries to describe human's life in a series of dialog which are presented in a various action.

Based on the interview with the English teacher and observationat SMKI AL – KHOIRAT Kabupaten Tangerang, the researcher obtained information and found the problems of speaking skill at Tenth Class. There were some problems faced by students in speaking. First, lack of self-confidence, students did not want to talk in class because they were afraid to make mistakes. Second, low of motivation in speaking English. It encouraged students to keep silent during English speaking class. Then, students felt bored since teacher applies the same technique in teaching speaking. Teachers taught students by giving them simple conversation on their book for speaking activity. This technique makes students feel that learning speaking was a tedious activity and not interesting.



Sources: Score of Daily Examinatin

Graphic 1 The Score of Students Speaking skill of Tenth Grade of SMKI AL KHOIRAT KabupatenTangerang in Academic Year 2020/2021

Based on the data above, it illustrates score of minimum criteria on speaking skill is 75. The speaking

score data obtained in tenth grade X. AP.1. The highest score is 85 with a percentage 10%, the middle score is 75 with a percentage 20%, and the low score less than 75 with a percentage 70%. Then, there were not differences from the score of grade X.AP.2, the highest score is 85 with a percentage 20%, the middle score is 75 with a percentage 15% and the low score less than 75 with a percentage 65%. It means the level of students speaking skill is very low because it does not

The research procedures consisted of the determination of research design, population and instruments of data collection, the procedure of data collection, the reliability of the test and the procedure of data analysis.

The researcher applied quasi-experimental research with non-equivalent control group design. Non-equivalent group design is a method of sampling by giving a pre-test in both the experimental class and the control class without random selection.

In this research design consisted of experimental class and control class. In experimental class, the researcher taught students at tenth grade of SMKI AL KHOIRAT to apply mini drama technique. Meanwhile, in a control class, the researcher taught the students to apply conventional method.

The main purpose of the research is to find out whether there is an effect of Mini drama technique on students' speaking skill or not. It will be measured by students' speaking scores. Then, the data of the research result should be calculated by using SPSS. The model of the design is as the following:

meet a score of criteria on speaking skill.

According to the problems of the research, the objective of the research formulated to get empirical evidence whether there is any effect of mini-drama toward students' speaking skill at tenth grade of SMKI AL KHOIRAT Kabupaten Tangerang in academic year 2020/2021.

METHOD

Class	Pre-test	Treatment	Post-test
R1 Experimental class	O1a	X 1,2,3,4	O1b
R2 Control class	O2a	C	O2b

Table 1. Design of the Research

Note :

R1 : The sample of experimental class

R2 : The choice of controlled class

O1a : Observation in the experimental class before treatment (pre-test)

O2a : Observation in the control class before treatment (pre-test)

X : Treatment given to the first class

C : Treatment is not given (Placebo for control class)

O1b : Observation in the experiment class after treatment (post-test)

O2b : Observaton in the control class after treatment (post-test)

In this quantitative data, the researcher employs the participant test and documentation. The test is pre-test and post-test for both classes. Furthermore, it provided treatment to the students after pre-test. The purpose of pre-test is to know how far students speaking skill of simple monologue and post-test is to find out the differences accomplishment on the students speaking skill after getting treatment.

FINDING AND DISCUSSION

This research was conducted at SMKI AL KHOIRAT *Tangerang*, started from July to September 2020. The Researcher chose tenth grade as a population and took two classes as a sample, namely class 10 AP 1 and 10 AP 3. 10 AP 1 was used as an experimental class, and while 10 AP 3 is used as a control class. The researcher conducted research by teaching and providing treatment in the two classes that became the sample. The treatment applied mini drama.

In obtaining the data, the researcher gave tests to students in both classes. The tests are Pre-test and Post-test. Pre-test conducted at the beginning of the meeting or before treatment and Post-test investigated at the last meeting or after treatment. The researcher used the speaking performance. To find out the validity of the instrument the authors used the validity and reliability tests. The test was conducted with the aim to determine the effect of using Mini drama technique in teaching speaking skill at SMKI AL KHOIRAT *Kabupaten Tangerang*.

Teaching Speaking Using Mini Drama Technique in Experiment Class

The researcher used grade 10 AP 1 as the experiment class. In the class the researcher gave pre-test and post-test to get the students' speaking score. Before conducting post-test, the researcher gave them a treatment (Mini drama technique). The steps of implementing mini drama technique in the experiment class are: *first* is Grouping, the students are divided into some groups which consists 5-7 students each group. *Second*, deciding the theme, the teacher give a theme for each group related to the material discussed. *Third*, the Script or working on a drama script, students write the script in a group based on the theme or topic decided. *Fourth*,

teacher's feedback while working the script, teacher should walk around the group and observe their work and gives feedback. *Fifth*, performing or drama production, the students in each group should perform their drama to their experience life. *The last* is Students' performance will be recorded and the teacher gives comment to the students' performance. Based on the scores obtained by the authors, it can be inferred the differences between the value of Pre-test and Post-test. The difference in scores will be analyzed using SPSS 22 statistical results. From the author's data, it is found that the Minimum score in the experimental class is 36, the Maximum score is 52 with a Mean of 43.07, and Standard Deviation of 4.660.

Teaching Speaking Using Conventional Technique in Control Class

The researcher used grade 10 AP 3 as the experiment class. In the class the researcher gave pre-test and post-test to get the students' speaking score. Before post-test the researcher gave them a treatment. The steps are implementing In the control class are: *first*, the teacher explain to the students about the material. *Second*, the teacher asks to the student about the material that has not been understood. *Third*, the teacher gives a text to students to measure the students understanding. *Fourth*, the students read and answer the question from the text in pair/ group. *Fifth*, the teacher asks to the students to communicate their answer in front of the class and gives a conclusion about the material today. Based on the scores obtained by the authors, it found the differences between the value of Pre-test and Post-test. The difference in scores will be analyzed using SPSS 22

statistical results. From the author's data, it is found that the Minimum score in the control class is 44, the Maximum score is 56 with a Mean of 47,68 and Standard Deviation of 3.987.

The researcher needed to investigate about the normality and homogenous of the data. To test the data normality, the researcher used *Lilifors* formula, and to test data homogeneity, the researcher use one-way ANOVA. The complete result of testing data of data normality could be seen in a table as follows:

Table 2. Test of Normality Experimental and Control Class

	Kolmogorov-smirova			Shapiro-wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post exp	,194	25	,016	,919	25	,049
Post cont	,173	25	,053	,913	25	,036

Based on the table above showed that the result of the normality test using *Kolmogorov Smirnov* product significant values for the experimental class by using mini drama technique was 0.016 which indicates that the values $0.016 < 0.05$, then the distribution was normal. And for the control class the significant value is 0.053 while indicates the values $0.053 > 0.05$. it can be conclude that the data in experimental class not normal and the data in control class was normal.

The homogeneity test is to determine the variant of data population whether two or more groups of data have the same of different variants (Priyatno, 2014).

The next analysis investigated homogeneity test to determine variant population, has the same or difference variance. Homogeneity test is done by One Way Anova Test SPSS 22.

Table 3. Test of Homogeneity of Variates

Levene Statistic	df1	df2	Sig.
0.036	1	53	0.851

Source: Statistical result SPSS 22

The data above known that significant score of the test is 0.851. Based on the testing criteria if significant score < 0.05 then the variant data has not variant group. If significant score > 0.05 then the data is the same variants group. Result of the data showed a significant score $0.851 > 0.05$ which can be concluded that variants of two sets of data, namely the experimental class and control class is the same. Then it has met the basic assumption of homogeneity.

Based on the research that had been conducted at SMKI AL KHOIRAT Kabupaten Tangerang in academic year 2020/2021 using mini drama technique in the experimental class, the researcher found the result of the students' speaking skill. The researcher used pre-test, treatment, and post-test to determine students' speaking skill.

In experimental class, the researcher employed mini drama technique in teaching. The researcher provided pre-test, applied the treatment of the mini drama technique, and gave post-test. The test was conducted to determine students speaking skill. The result of test was compute by using SPSS 22 version that can be seen the lowest score is 72 and the higher score is 88. Then, the mean is 81.07 and the standard deviation is 4.690. The result showed that teaching speaking skill by using mini drama technique found

significant different score between pre-test and post-test. Teaching speaking using mini drama technique was significant effect between conventional methods.

In control class, the researcher employed conventional method. The researcher started giving pre-test and post-test. The test investigated to know the students speaking skill. The result of test was compute by using SPSS 22 version that it can be seen the lower score is 64 and the higher score is 80. Then the mean is 73.76 and standard deviation is 4.484.

Based on the result of experimental class and control class by using mini drama, there found the differences between both experimental class and control class by using mini drama as technique to improve speaking skill. It illustrated that experimental class obtained a significant increase. Additionally, the researcher using *Man Whitney U* test analysis, showed the result of account is 0.000, so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected, it means that there is significant effect between teaching used mini drama technique to improve students speaking skill.

Based on the result of the pre-test and post-test in the experimental and control class, it can be concluded that there is an effect of using mini drama technique to improve students speaking skill at tenth grade of SMKI AL KHOIRAT KabupatenTangerang in Academic year 2020/2021.

CONCLUSION

The researcher concludes that teaching speaking using mini drama technique is effective. It can be seen from the gained score that is obtained in the experiment class. The research shows the gained score obtained in the experimental class is higher than control class. Based on testing of hypothesis, it was known that the sig (0.000) was similar than 0.05. it indicated that H_o is rejected. It means the researcher Hypothesis H_a there is a significant difference in teaching speaking by using mini drama technique at tenth grade of SMKI AL KHOIRAT Kabupaten Tangerang is accepted.

The result has answered the research question that the use of mini drama technique in teaching speaking is quite effective. The use of mini drama makes the speaking learning activity more enjoyable and interesting. It is because the mini drama technique helps the shy students by providing the opportunity. Where students felt difficulty in conversation are liberated. In additional, it is fun and most students will agree that enjoyment leads to better learning. The use of mini drama technique makes the students more motivated in learning English speaking.

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