

THE EFFECT OF PERFORMING DRAMA ON STUDENTS' PRONUNCIATION AT SMP KRISTEN YHS MAKASSAR

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ABSTRACT

This research aimed to find out whether or not the used performing drama had effect on students pronunciation. The writer used quasy experimental method which involved one class as the subject of the research. The population was VII grade students at SMP Kristen YHS Makassar. Sample in this research was class VII C which consists of 27 students. In this research the writer gathering data by given oral test in pre-test and post-test consist of 10 words to be pronounce by the students. All of the words the writer took from the script of Cinderella. Pre-test is given to find out how far the students ability before they were given treatment by performing drama. The writer gave the post test to know the students improvement after they were given treatment. The writer analyzed data to find the mean score, the different between pre-test and post-test used statistic formula. The result of the research showed that there was a significant different which gained by the students in pre-test and post-test. it can be concluded that performing drama in teaching speaking has significant effect on students' pronunciation at SMP Kristen YHS Makassar. It can be seen from the students' mean score of posttest which was 77 and the t-test of the students' pronunciation achievement in posttest was higher than α ($23.085 > 0.05$).

Key Word: Performing Drama, Pronunciation Achievement

INTRODUCTION

English speaking is very important to be mastered since it is worldwide used, in other words it is the language which is internationally used. As part of the international community, it is necessary to be good at English speaking. This is because it plays important roles in this millennium era where everything is going to be globalized. For example, when someone is in Indonesia or in any other countries whose mother tongue is not English, and he does not speak Indonesian, he can communicate in English to interact with people there. That is why English is needed to be learnt.

Being successful students are not easy, this fact can be seen mostly at eight grader of SMP Kristen YHS, they have been studying English for half year, but

they are still unable to use English in interacting with their teacher in the classroom. Based on the researcher teaching experience at SMP Kristen YHS , it was found that the students met some problems related to teaching and learning of the speaking skill. First, the students confused when they are asked to speak because they do not know appropriate words to express thoughts or feelings and feel afraid of.

Second, in the teaching of speaking skill, the researcher mostly focused on instruction in the text book. The researcher only asking students to answer the questions from the text book, complete the sentences or dialogue. Third, the researcher also rarely gives speaking practice in English and guidance to the students to speak English because the researcher seldom uses English in the classroom. So, the students are not active-creative since the teacher rarely acts as facilitator and motivator in teaching and learning process.

To solve this problem, the researcher will apply this procedure in order to enhance the students speaking ability focus on pronunciation. Drama helps students release the English. Dialogue and improvisation are effect forms of drama. The goal is teacher uses this method, has alternative device to stimulate students. Furthermore, students can motivate to speak especially, when they are interacting with friends. We know that in class, there are many characteristics of students. The characteristics are varieties, for example: introvert, extrovert, talkative etc. So, in this case, we can give a chance to all students participate. So, they can be more active to practice speaking English. In addition, when students perform in drama, they have responsibility to become skit / role.

The researcher hopes by performing drama for teaching pronunciation, students will be more motivated and more active in practicing their speaking so that they can speak fluently and have a good pronunciation. Because based on the first visit of the writer found a problem faced by the students SMP Kristen YHS in the 7th grade was the students did not like speaking, and also have bad pronunciation. They were afraid to speak in front of the class and the teacher's teaching does not have variation.

This study was feasible to conduct at SMP Kristen YHS Makassar as the researcher has contacted the management of SMP Kristen YHS Makassar about his plan to investigate students speaking ability under the title "The Effect of Performing Drama on Students' Pronunciation at SMP Kristen YHS Makassar" and the management agreed and highly welcome the research plan..

REVIEW OF RELATED LITERATURE

Theoretical Review

Definition of Speaking

All the four skills, speaking seems intuitively the most important Ur (1996:120). Speaking skill is oral skill that plays a very essential role in human interaction and communication. In expressing our ideas, minds, and feelings, of course we need to speak. It is the most essential way in which the speaker can express himself through a language learning to speak involves developing a number of complex skill and different types of knowledge about when and how to communicate Burn and Joyce, (1997: 2).

Stovall (1998:13) states that speaking is considered as crucial participative of the language learner. It requires students to realize that ability to speak a language as the product of language learner must be mastered by them. Shumin (1997:115) states that: "Speaking a foreign language is not easy for EFL learner because effective oral communication requires the ability how to use the language appropriately in social interaction".

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Burn and Joyce, (1997:76). Its form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experiences, the physical environment, and the purpose of speaking.

Teaching Speaking

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

- a. Language as a means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended Harmer, (2001:46)

Definition of Drama

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.

Drama provides a perfect opportunity for working on language generally, and pronunciation in particular careful study on the script (if one is used) is necessary before performance of it, and in particular, the ways in which stress placement contributes to the meaning of the lines, clearly it makes sense to combine this with the study of particular grammatical structures and lexical areas.

Furthermore, students can motivate to speak especially, when they are interaction with friends. And they have some opportunities to speak up well. In this case, drama is a good medium to help students.

Procedure to Teach Drama

After being introduced to the title of play, students receive scripts, discuss roles, rehearse, and perform the play.

a) Step 1: Distribution of scripts (5 minutes)

The class is divided into groups according to the number of acts in the play (five groups for the title of play), with attention given to the number of characters appearing in each act.

Each group receives a script that contains:

- (1) the main characters and their roles in the play;
- (2) the main events of each act summarized in a few sentences; and
- (3) two or three short quotes for each act, usually among the most well-known or important ones. These quotes are provided for the following reasons:

The teacher gives students a framework.

- 1) The teacher gives students some contacts with the actual lines of the play. So, students can memorize some of the most famous lines easily.
- 2) The teacher ensures that the students as audience will listen more carefully to their peers' performance to identify "real" lines.
- 3) The teacher will help students to become more aware of the rhythm, style, and manner of expression in play as opposed to modern, every day speech, and hopefully.

b) Step 2: Assignment of roles (5 minutes)

The teacher explains to the students that they are to interpret the action any way they like in a three- to five-minute dramatization of the act assigned to them. They are to use their imagination to create gestures and dialogue to illustrate the events of the particular act they are to perform.

c) Step 3: Rehearsal of the play (20 minutes)

Each group of students is encouraged to creatively imagine what kind of action their roles require and to rehearse their act to prepare for the performance of the drama. Rehearsal should last about twenty minutes, with the teacher walking around the classroom, helping students with pronunciation, vocabulary, the interpretation of each group's rendition. It is important to emphasize here

that this activity is not supposed to be analytical or intellectual; it is dramatic, and students are encouraged to imagine how actors' characters felt in a particular situation and to represent those feelings and actions in their own way. Through this activity, students will enjoy the text.

Before performing drama, the teacher can explain the unknown vocabulary in the script, but the difficulties of scripts' language should be smooth over. (Fraenkle. 2006:44-56)

Concept of Pronunciation

According to Kelly (2000:55) Pronunciation is the way a certain sound or sounds are produced, unlike articulation, which refer to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. Pronunciation is one of the most important language skills. Contextualizing the teaching point within real speech and providing practice in efficient guessing about the implications of discourse signals. According to Gerald Kelly states that there are some techniques and activity in teaching pronunciation, can be divided into some kinds, as follows:

- a. Drilling
- b. Minimal pairs and related activities
- c. Pronunciation and spelling activities
- d. Taping students' English
- e. Listening activities
- f. Reading activities
- g. Spelling Changes

METHOD

In this research, the writer applied a quasi experimental method involved one experimental class. The experiment class were given with pretest and posttest. The treatment used a dialog of drama.

The population of this research was the seventh grade students of SMP Kristen YHS. There were 110 students divided into four classes. This research applied cluster random sampling. One of the four classes of the population have been chosen as the sample. The writer took Class C as experimental class consisted of 28 students. The writer conducted the research using a dialog of drama.

The writer analyzed the students' pronunciation and gave score. The test will be conducted to experimental class which is consisting of 28 students. The writer used a dialog of drama to evaluated students' pronunciation before and after the treatment. The scoring system paid attention to the only on pronunciation aspect. Test was used to measure the person's competence and to

achieve the objective. The data will be collected by giving oral test using a dialog of drama. It was conduct twice, there are pre-test and post-test.

Calculating the mean score, standard deviation and t-test value in calculating the mean score, standard deviation, t-test value (at the significant level 0.05) and t-table value to see the difference from pretest to posttest. The writer analyzed data using SPSS 16.0.

FINDING AND DISCUSSION

This section discusses the interpretation of the findings based on the result of statistical analysis and the description of data gained. It described about the students' pronunciation in speaking through performing drama.

Based on the findings above, the comparison of the improvement of students' achievement of experimental class can be proved by analyzing the posttest result. The result shows that the mean score of the students' posttest both the groups increased after giving the treatment. It can be seen through the mean score of the students pretest was 50 becoming 77 for the experimental class in posttest. The result of the posttest indicated that the use of drama give significant progress toward students pronunciation achievement.

Comparing with the students pretest and posttest, the result of the pretest for the experimental class lower than posttest. After calculating the t-test, the result show that in the value of P-value or sig. (2-tailed) that shows that P-value or sig. (2-tailed) is higher than α ($23.085 > 0.05$). It is supported by Gay (2006: 358) stated that there is significant difference between pretest and posttest if the P-value or sig. (2-tailed) is less than or equal to α (0.05).

In addition, the score between pretest and posttest of experimental group was $50 < 77$. The students' achievement increased about 27 point. It indicates that there is a significant progress before and after treatment by performing drama. After seeing the result of data analysis, the writer found that the value of P-value or sig. (2-tailed) shows that p-value is smaller than α ($0.00 < 0.05$), where the p-value (0.00) at the level of significance (0.05) and the degree of freedom 26. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected. It shows that the by performing drama significantly affects students pronunciation achievement. It was concluded that by performing drama was able to give greater contribution in teaching and learning process. In by performing drama the writer provided strategy instruction for students by integrating learning strategies in learning speaking, scenario and action with script of Cinderella can improved the students pronunciation.

In this research, the writer taught students by performing drama in learning speaking explicitly, and implicitly integrated into everyday class material (Cohen et al, 1995: 5). In the beginning of the research, the first meeting, the writer explicitly taught students about concept of drama in learning speaking focus on pronunciation. During treatments for 5 meetings the writer implicitly asked the

students to made 5 group. Each group consist of 5-6 students and each of group performed drama in every meeting. The writer told the students to learned acting; how each of group pronounces every word depend on their character; stage act and expression. In pretest and posttest, the writer gave the students test to pronounce 10 words from the script of Cinderella. As the result of the treatment it showed that the mean score of students' posttest in experimental class is improved significantly. It was also proved by the significance test that show the value of P-value or sig. (2-tailed) that p-value is smaller than α ($0.00 < 0.05$), where the p-value (0.00) at the level of significance (0.05) and the degree of freedom 26. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected.

As stated before, the writer tries to find out the students pronunciations. The writer assumed that the improvement of students' speaking skill in term of pronunciation relating to the students' ability to take in the sounds uttered by speakers and use them to construct an interpretation of what they think the speaker intended to convey

Burn and Joyce (1997) state that speaking skill is oral skill that plays a very essential role in human interaction and communication. In expressing our ideas, minds, and feelings, of course we need to speak. It is the most essential way in which the speaker can express himself through a language learning to speak involves developing a number of complex skill and different types of knowledge about when and how to communicate.

When conducting treatments, the writer tried to motivate students to performing drama by provided 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 in speaking when they speak. 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.

The time needed for threaten activity depend on several factors, including the size of the class, the language level of the students, and whether they are familiar with the work to be performed. Before the students performing drama they need to read the script depend on their character in the script of Cinderella. After being introduced to the title of play, students receive scripts, discuss roles, rehearse, and perform the play. Then, in the day of first meeting the group one performed drama in front of the class continued by others group for every meeting.

Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. Correct pronunciation is the pronunciation that almost same with the native speaker and correct based on the phonological. Pronunciation was one of difficult problems

faced by students. Some mistakes that the students made when pronouncing test words are as follows:

For example:

- a) Quickly /'kwɪkli / become /kuikely/
- b) Ironing /'aɪənɪŋ / become /ironing/
- c) Invite /'ɪn'vaɪt/ become / infit /
- d) Attention /'ætənʃn / become /atensen/
- e) Wear /'weə(r) / become /wear/
- f) Nervous /'nɜ:vəs / become /nerfes/
- g) Pretty /'prɪti / become / preti/
- h) Owner /'əʊnə(r) / become / ouner/
- i) Daughter /'dɔ:tə(r) / become /dauter /
- j) Castle /kɑ:sl/ become /kastel/

The writer also assumed that the use of performing drama not only improves students' pronunciation skill but also students' awareness of how to act, self confident, sharing ideas, learned expression, cooperate with other students, group cohesive, and etc. As stated by Via (1998) . Drama contextualizes the language in real or imagined situations in and out of the classroom. Language in the class that uses drama activities is explored, tried out and practiced in meaningful situations. Dramatic performance promotes students' motivation and this makes them more interested in classroom participation.

In the end of the treatment the writer gave posttest. The result of posttest showed the significant result. Finally, the writer concluded that performing drama effective to improve the students' pronunciation at SMP Kristen YHS Makassar.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the writer concluded that performing drama in teaching speaking has significant effect on students' pronunciation at SMP Kristen YHS Makassar. It can be seen from the students' mean score of posttest which was 77 and the t-test of the students' pronunciation achievement in posttest was higher than α ($23.085 > 0.05$). The writer concluded that performing drama effective to improve the students' pronunciation at SMP Kristen YHS Makassar.

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