

THE EFFECT OF USING DRAMA TECHNIQUE IN TEACHING SPEAKING SKILL TO THE SECOND SEMESTER STUDENTS OF ISLAMIC ECONOMICS AT UNISNU JEPARA IN 2013/2014

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ABSTRACT

Speaking is the basic tool of education and the most important skill in everyday life. However, the fact shows that generally many students are inhibited to speak English. Drama can foster language skills such as reading, writing, speaking and listening by creating a suitable context. Drama is a powerful language teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. The objective of the study is investigating the effect of using drama technique in teaching speaking skill. The study employed a quantitative method, with quasi experimental design with non-equivalent control group. The subjects are the second semester students of Islamic Economics at UNISNU Jeparain academic year 2013/2014. The data will be obtained from the result pretest/ posttest. The result in speaking without drama is 65% and the average score is 75,94. Then, the calculation of T-test show that T count is higher than T Table. So, the speaking method by using drama is more effective than without using drama for helping student to improve their ideas of the second semester of Islamic Economy Students of UNISNU Jepara in the academic year of 2013/2014.

Keywords: speaking ability, drama

ABSTRAK

Berbicara adalah alat dasar pendidikan dan keterampilan yang paling penting dalam kehidupan sehari-hari. Namun, fakta menunjukkan bahwa pada umumnya siswa terhambat untuk berbicara bahasa Inggris. Drama dapat memupuk keterampilan bahasa seperti membaca, menulis, berbicara dan mendengarkan dengan menciptakan konteks yang sesuai. Drama adalah alat pengajaran bahasa yang kuat yang melibatkan semua siswa secara interaktif semua periode kelas. Drama juga dapat menyediakan sarana untuk menghubungkan students'emotions dan kognisi karena memungkinkan siswa untuk mengambil risiko dengan bahasa dan pengalaman hubungan antara pikiran dan tindakan. Tujuan dari studi untuk mengetahui efek menggunakan teknik drama dalam mengajar berbicara studi skill. metode yang digunakan adalah metode kuantitatif, dengan desain quasi eksperimen dengan kelompok kontrol non-setara. Subyeknya adalah mahasiswa semester II Ekonomi Islam di tahun akademik UNISNU Jeparain 2013 / 2014. Data tersebut diperoleh dari hasil pretest / posttest. Hasil dalam berbicara tanpa drama adalah 65% dan skor rata-rata adalah 75,94. Kemudian, perhitungan acara T-test yang T hitung lebih tinggi dari T Tabel. Jadi, metode berbicara dengan menggunakan drama lebih efektif daripada tanpa menggunakan drama untuk membantu siswa untuk meningkatkan ide-ide mereka dari semester II Ekonomi Islam Mahasiswa UNISNU Jepara pada tahun akademik 2013/2014.

Kata Kunci : kemampuan berbicara, drama

INTRODUCTION

Speaking is complicated, said the most of students. Beside think about the vocabulary that they want to say, they need strong mentally to speak their idea. The students have a nervous habit when the writer asked them to speak up in front of class one by one, so the writer should think hard how can make them confident. And the way is the writer asks them for speaking practice in pairs or groups. In English 2 the writer uses Drama Technique, the writer hopes it can foster their language skill especially on speaking.

There are many reasons why the writer uses drama activities and technique in language classroom. First of all drama is entertaining and fun so can motivate the participants to learn. It also can provide the variation of language because it engages the feeling, attention, and experience for using language.

There are several studies that support the benefits of drama in foreign language learning, such as Maley and Duff (2001), Brumfit (1991) and Philips (2003). Dramatic activities according to Maley and Duff (1979:4) "Are activities which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based". Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. Drama activities are also useful in the development of oral communication skills, and reading and writing as well. Drama activities help students to communicate in the foreign language including those with limited vocabulary. (Aldavero, 2008).

Based on the problem above as the reason for choosing the topic, so the title of this research is "The Effect of Using Drama Technique in Teaching Speaking Skill to the Second Semester Students of Islamic Economics at UNISNU Jepara in 2013/2014."

METHOD

This research is quantitative. The population of this research is all students of second semester of Islamic Economics at UNISNU Jepara. The whole students are divided into two classes. Each class consists of 16 and 24 students.

After determining the population, the writer drew a sample which was obviously important step in conducting a research. The writer used a sample research to represent the population. In the sample research, the writer had a purpose to

generalize the result of the study. The sampling technique used simple random sampling. Randomization is not done for determining the member of the class since the classes has been intact. Randomization is limited to the determination of certain class to certain experimental and control group. Another random sampling, by flipping a coin, used to enroll those classes into experimental and control classes.

1. Analyzing the means and standard deviation of speaking skill of the students of experimental and control group.
2. Analyzing the significance of the difference between of the mean of control and experimental group by using t-test for independent samples (d.f. = N – 1).
3. Interpreting the finding.
4. Drawing the conclusion.

RESULT

The ability of speaking of the Islamic Economy of English Class UNISNU Jepara 2013/2014 taught by using drama.

The speaking ability of Islamic Economy program on UNISNU JEPARA taught by using drama in academic year 2013/2014.

No	DRAMA		
	Score	Frequency	Percentage
1	95	2	12.5
2	94	2	12.5
3	88	1	6.25
4	87	1	6.25
5	85	2	12.5
6	83	2	12.5
7	82	1	6.25
8	80	1	6.25
9	77	1	6.25
10	76	2	12.5
11	74	1	6.25
		16	100

In analyzing the speaking ability taught by using drama, there are two things that need to be calculated. They are mean and standard of deviation. The writer calculates mean and standard of deviation as follow:

1. Mean

Number of interval

$$= 1+(3,3) \text{ Log } N$$

$$= 1+(3,3) \text{ Log } 16$$

$$= 1+(3,3) 1,23$$

$$= 5,28 = 5$$

Width of interval

$$= \frac{\text{ScoreRange}}{\text{NumberofInterval}}$$

$$= \frac{95-69}{5}$$

$$= \frac{26}{5}$$

$$= 5,2 = 5$$

From the data above, it can be seen that the number of interval is 5 and the width of interval is 5. So, it shows that the percentage of the result of speaking ability taught by drama is 85% which means good.

The ability of speaking of the Islamic Economy of English Class UNISNU Jepara 2013/2014 taught without using drama.

The speaking ability of the students being taught without using drama.

NO	NO DRAMA		
	Score	Frequency	%
1	82	3	13.63
2	80	2	9.09
3	79	2	9.09
4	76	1	4.54
5	75	1	4.54
6	72	3	13.63
7	70	3	13.63
8	68	1	4.54

NO	NO DRAMA		
	Score	Frequency	%
9	67	3	13.63
10	66	2	9.09
		22	100

In analyzing the speaking ability taught without using drama, there are two things that need to be calculated. They are mean and standard of deviation. The writer calculates mean and standard of deviation as follow:

1. Mean

The number of interval

$$\begin{aligned}
 &= 1 + (3,3) \text{ Log}^n \\
 &= 1 + (3,3) \text{ Log}^{22} \\
 &= 1 + (3,3) 1,34 \\
 &= 5,4 = 5
 \end{aligned}$$

Width of interfal (i)

$$\begin{aligned}
 &= \frac{\text{Scorerange}}{\text{Numberofinterval}} \\
 &= \frac{82-66}{5} \\
 &= \frac{16}{5} \\
 &= 3,2 = 3
 \end{aligned}$$

From the data above, it can be seen that the number of interval is 5 and the width of interval is 3. So it shows the percentage of the test result of speaking ability taught without using drama is 65% which means low.

Hypothesis Testing The Speaking Ability in the second semester of Islamic Economy UNISNU Jepara in Academic Year of 2013/2014.

Based on the explanation above, it can be found that the speaking ability of the class which is taught by using drama can increase speaking ability, 85% with the mean 80,95 better than speaking ability taught without using drama, 65% with the mean 75,94. And knowing the difference in speaking ability taught by drama and without using drama the writer will present in T-Test experiment table, as follows:



T-Test Formula

$$t = \frac{(x_1 - x_2)}{\partial^2 \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where $\partial^2 = \frac{(N_1 - 1)xS_1^2 + (N_2 - 1)xS_2^2}{N_1 + N_2 - 2}$

$$t = \frac{80,95 - 75,94}{x^2 \sqrt{\frac{1}{17} + \frac{1}{17}}}$$

$$t = \frac{5,01}{x^2 \sqrt{\frac{2}{17}}}$$

$$\partial^2 = \frac{(17 - 1)10,45^2 + (17 - 1)6,85^2}{17 + 17 - 2}$$

$$\partial^2 = \frac{(16 \cdot (10,45^2)) + (16(6,85^2))}{32}$$

$$\partial^2 = \frac{1747,2 + 750,4}{32}$$

$$\partial^2 = \frac{2497,6}{32} = 78,05$$

$$t = \frac{5,01}{\sqrt[75]{\frac{2}{17}}}$$

$$t = \frac{5,01}{\sqrt[75]{0,11}}$$

$$t = \frac{5,01}{75,0,33}$$

$$t = \frac{5,01}{24,75}$$

$$t = 0,2024$$

from the data above, it saw that t or t0 = 0,2024, with concerning at rejection criteria as follows:

REJECT H0, if t0 > t0 t∂/2, n-1 or t0 < t∂/2, n-1

Meanwhile, for the significant level of (∂) = 5%, so t∂/2, n-1 from distributive table t it is found that t0 = 2,68. Further, it can be said that t table = (2,68) is higher than t0 = 0,2024, it means that the writer's hypothesis is confirmed or accepted.

DISCUSSION

The experiment group of the second semester of Islamic Economy UNISNU Jepara in academic year of 2013/2014 taught by using drama.

Based on the data description, the drama technique increased the students for expressing their ideas, that is 85% and average score 80,95. It is believe that by using drama in learning english can generate the student imagination to expres their ideas.

The experiment group of the second semester of Islamic Economy UNISNU Jepara in academic year of 2013/2014 taught without using drama.

Based on the result of the research, the writer find the percentage of the result of speaking ability without using drama is 65% with the average score 75,94. This condition is lower than the result when speaking by using drama.

This case make student ability in speaking without drama is less than student ability by using drama.

The difference between the speaking ability of the second semester of Islamic Economy being taught by using and without using drama to show the effectivnes of drama in helping student improving their speaking ability of FEB UNISNU Jepara in academic year 2013/2014.

From the discusion, it can be said that by using drama is more effective for helping student to improve their ideas than without trough drama. Mean while it's clear that there are significant differences between using drama and not. The result in speaking without drama is 65% and the average score is 75,94. Then, the calculation of T-test show that T count is higher than T Table. So, the speaking method by using drama is more effective than without using drama for helping student to improve their ideas of the second semester of Islamic Economy Students of UNISNU Jepara in the academic year of 2013/2014.

CONCLUSION

After getting the result and the result of the data finding, the writer would like to write some conclusion :



1. The speaking ability of the second semester of Islamic Economy of UNISNU Jepara in the academic year of 2013/2014 by using drama helped the student to improve the speaking ability, that is 85% and average score 80,95.
2. The speaking ability of the second semester of Islamic Economy of UNISNU Jepara in the academic year of 2013/2014 without using drama is 65% and average score 75,94.
3. The speaking ability taught by using drama is proven to be affective, to help student improving their speaking ability to expres ideas than without drama. Their is significant difference of the student score of them.

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