

The Effect of Mini Drama towards Students' Speaking Skill for Senior High School

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Abstrak

Keterampilan berbicara, sebagai salah satu keterampilan dasar bahasa Inggris, memiliki peran penting dalam proses pembelajaran bahasa. Ini adalah keterampilan produktif dalam pembelajaran bahasa. Untuk menguasai keterampilan berbicara, peserta didik harus menerapkan penggunaan bahasa Inggris dalam komunikasi secara lisan. Para siswa yang ingin menguasai keterampilan berbicara harus menerapkan penggunaan bahasa Inggris dalam komunikasi secara lisan. Dalam beberapa kasus, siswa mengalami kesulitan dalam praktik berbahasa Inggris. Siswa takut melakukan kesalahan, terutama di depan kelas. Penelitian ini di desain dengan penelitian kuantitatif eksperimental. Murid kelas sepuluh SMAN 2 Bangkalan sebagai populasi, dan sampel dari kedua kelas adalah 34 siswa. Instrumen penelitian adalah rubrik penilaian tes dan berbicara. Data diperoleh dalam bentuk skor pre-test dan post-test. Data pada jurnal ini di analisis dengan menggunakan Uji Mann-Whitney U supaya menemukan tingkat signifikansinya dikarenakan data skor tidak terdistribusi secara normal. Berdasarkan hasil output pada penelitian dari Uji Mann-Whitney U, tingkat signifikansi (p) dari skor post-test adalah 0,000. Ini lebih rendah dari 0,05 yang berarti ada perbedaan yang signifikan antara kedua kelompok setelah diberi perawatan. Selain itu, ada perbedaan yang signifikan dalam penggunaan drama mini pada keterampilan berbicara siswa kelas sepuluh. Kemudian, ukuran efek yang diberikan milik efek besar yaitu .48.18. Dengan demikian, dapat disimpulkan bahwa ada efek menggunakan drama mini pada keterampilan berbicara siswa kelas sepuluh di SMAN 2 Bangkalan.

Kata Kunci: *mini drama, keterampilan berbicara*

Abstract

The fundamental of English is speaking skill. It is because the learning process of speaking has some role. It is a productive skill in language learning. To master a speaking skill, learners must implement the use of English in communication orally. The students who want to master a speaking skill should implement the use of English in communication orally. In some cases, students have difficulty in English speaking practice. The students' afraid to do the mistakes, especially in front of the class. The research of this design is quantitative research by using experimental class. The students' of ten-grade as a population in SMAN 2 Bangkalan, and 34 students of both classes as a sample. Speaking assessment rubric and test as the instrument of this research. The post-test and pre-test score was the data that were analyzed by the Mann-Whitney U Test. In this research, the data was not normally distributed, thus the researcher uses Mann-Whitney to know the significance of the data. the result has shown that the data was significant. It is because the post-test scores are .000. It means that the score was lower than .05. also, the use of mini-drama can bring a good effect to make the students are talk active. However, .48.18 was the result of effect size, which means that the research brings a large effect of using mini-drama in SMAN 2 Bangkalan.

Keywords: *mini-drama, speaking skill*

INTRODUCTION

Speaking is one of the skills in English that learners who learn English as a foreign language should be mastered. The objective of teaching English is to enable students to communicate actively. In today's era of globalization, being able to speak English well becomes a need of every person. It means that speaking is the most important skill to communicate with others. It is supported by Harmer (2006), said that to collect some information, the students were thinking in their mind that speaking can help the students. Speaking is the activity that the people use to deliver their thought and ideas orally. Speaking will be a good process of

constructing the meaning of information. People who mastered this skill can express their feeling, thinking, and ideas.

The fundamental skill of English is speaking because speaking is a productive skill in language learning. It means that when people speak to each other, they will produce a new idea that people thinking in their minds. According to Brown (2008), speaking is the ability that the people use to express and convey they thought to produce the idea. Thornbury (2005) said that as human being we should take speaking to become the most important role.

According to Richard (2009), students who learn English as a foreign language should master English speaking skills. To mastering speaking skills,

the learners should implement the use of English in communication orally. They should try to speak English with their family or their friend even though the use of English is not fluent. It is because social factors can help the students to speak English fluently. Having good speaking skills is a kind of indicator for students who learn English.

However, Most of the students in Indonesia especially for senior high school students always get a problem when they are speaking. The students don't like to speak in front of the class. According to the researcher's personal experience, that is generally built that most Indonesian students are not proficient. They are afraid to make mistakes in English such as their pronunciation, grammar and also accent. That is why they will found themselves lost on what to say. Even though they have a good ability in speaking but they don't have the opportunity to practice their English in an English class or daily life. The solution of that problem is teacher should give them good method to get big attention that the students are enjoyed studying.

To overcome this problem the teacher should use a good technique. The technique to overcome this problem is by making mini-drama. There is a Chinese proverb says that "tell me and I will forget." "show me and I will remember." "involve me and I will understand." So that's why mini-drama is importance, it is because mini-drama can stimulate speaking skills in problem-solving. In the previous claim that mini-drama is an effective way to teach speaking because it can bring a different atmosphere in the learning process (Melviola, 2016). Mini drama is used as a technique to overcome this problem. It is one good technique to improve students' speaking skills. The previous study (Melvil, 2016) said that mini is a good technique to teach speaking skills because the students will enjoy doing the activity. Mini drama is rather similar to drama. The duration of drama and mini-drama can make both of them are the difference. Mini drama runs 20-30 minutes but common drama takes a longer time. The function of mini-drama can tell the story with emotion and conflict through action typically designed for theatrical performance. The students will have a good imagination to be an actor that they will discipline and require self-control for getting well serve in all aspects of life.

In teaching speaking, the teacher who teaches English should allow the students to practice their speaking in English. A good teacher should make sure that the students understand the material. Teachers should have a good method or technique to make the learners can share their opinion, to actively participate and to speak English as much as they can. According to Harmer (2007), there are two goals in teaching speaking, those are interpersonal and transactional. Interpersonal means interaction with other people to keep the relationship while they are speaking, whereas transactional is sharing information with other people to facilitate the exchange of service and good. Thus, it is the task of the teacher to help the learners in achieving these two goals for mastering speaking English.

As a teacher who wants to teach English should pay attention to two goals that are mentioned before, the teacher also should be conscious of the principles. Nunan (2003) said that there are five principles to teach speaking, they are:

1. Explain in detail about the differences between the foreign language and the second language. The foreign language is not a target language but it is the language that is used in the local society. Whereas in the second language, the target language is communication that is used in their daily activity. In this case, the teacher should explain the detail information about foreign language and second language. If the students don't understand the teacher's explanation, the teacher should give them an example. Thus, a good teacher should make sure that their students understand or not about foreign language and the second language.
2. Allow the students to practice their accuracy and fluency. Accuracy is how the students try to speak using target language correctly, while fluency is how the students try to speak English quickly without stuttering. As good teachers, they can not judge the students who do mistakes when they try to speak English well. The teacher should motivate the students to practice their language.
3. Allow the students to talk by using group work. The teacher should give the students a chance for them to talk with their group work. Students will active to talk with their friends because they are enjoyable. The teacher can not talk active more than her students. Although the teacher should explain the material they should try to make the students active in the class. The teacher can ask them to make a group and then gave them a title or a problem, then asked the students to discuss in a group.
4. Give speaking tasks using negotiating of meaning. This means that the teacher should check the students' understanding so that the teacher can know the capacity of the students. The teacher should clarify the material If the students don't understand. This can be done by asking for repetition, explanation during conversation and clarification so both teachers and students can understand each other.
5. Guide the students to practice their speaking by transactional and interactional with their friends. As a good teacher, it is the teacher's role to facilitate the students during the speaking activity. The teacher should guide the students' activities in the classroom. According to Jones (2007), students will have more opportunities to talk when they are work in a group. They will be more active to share

their ideas and enjoy communication with their friend so that they can study from each other.

Drama is a type of literary work that can be shown to describe human life by using motion. Mini drama is a technique that the students should perform by using motion. Mini drama can make the students active to speak in front of the class. Drama can measure the level of students' ability however the students will have good activity in the last meeting of the class. A good activity that will be conducted is making a mini-drama. Mini drama is used as a technique to overcome this problem. It is because the mini-drama is a good technique to improve students' speaking skills. The aims of mini-drama can bring real life to the classroom.

The structure of drama consists of the episode, scene, dialogue, prologue, and epilogue. The orderly structure of drama can make the students enjoy to watch and follow the story that will perform. The first structure of drama is an episode. The episode is the story of all stories. The episode itself can be called a summary of the story. The second structure of drama is the scene. The scene is a change in the story that will be performed. The scene itself consists of four stages. The first stages until four stages are the change of character, setting, place and time. The third stage of drama is dialogue. The dialogue is an important structure that the students should make. The last structure of drama is prologue and epilogue. Prologue means an introduction of the story that can be called a general description of the story. Epilogue means the last part of the drama that inputs the conclusion of the story. In this part of the structure of the drama, the students who want to do the drama should put the message and impression of the story. The students should make a dialogue before doing some kind of mini-drama in front of the class. After conducting all the structure of drama it is time of the students to remember the story and exercise to performs with their group work. Then they perform in front of the class. After that, the researcher asked them to retell the story in front of the class one by one.

Mini drama can make the students active in speaking. It is because when the teacher asks the students to make some kind of drama, the students will be active to talk with others because they are enjoyable. Drama can make the students more spirit to do the activity in the classroom. The students will talk actively with their friends when they are making a script of the drama and when they do that drama, they will have imagination about the story. They will develop their idea with action that can make them called creative students. Drama can make the students active to speak in group work or front of the class when they were retelling the story because they were done to do a drama automatically they remembered the story.

RESEARCH METHODOLOGY

The study of this research is quantitative. This research was experimental. This experimental research is almost identical to quasi-experimental research. Experimental is the most scientifically sophisticated research method (Bernard, 2012). It is defined as an observation under the control group. The lack of a key ingredient for true experimental research is not random assignment (Battacherjee, 2012). The methodological in this experimental research used mini-drama as an independent variable.

The research of this study be composed of two classes, those are the control class and experimental class that was conducted the data by using pre-test and post-test. This study gave different treatment to those classes. Class A is a class that is in the experimental group and class B who are in the control group. The students in class A was teacher recount text by giving mini-drama as treatment. The teacher was asked the students to make mini-drama and performance it to know students' spiking skills, whereas the students in class B are not. It also served post-test and pre-test to the students in class MIA 5 and class MIPA 3. so, the study is called a nonequivalent control group designed (Ary, 2010).

The subjects of this study were tenth-grade students of SMAN 2 Bangkalan. The samples of this study were two classes, class A was experimental class and class B was control class. The researcher used X-IPA 3 as a control class and X-IPA 5 as experiment class, each class consisted of thirty-four students. They were being chosen because the quantity of those classes is the same and the ability to speak of those classes was equal. It means that those classes had the same ability.

To collect the data, the researcher takes a test as an instrument. In this study, the test was used to measuring students' speaking skills after and before receiving the treatments. The test was called pre-test and post-test. The pre-test was given before the researcher give treatment to the experimental class while the post-test was given after the researcher gives a mini-drama as a treatment to class mipa 5 as the experimental class.

The test was established by making mini-drama to increase the students' speaking skills. The test was given to class A and class B by retelling the story. This study intended to tell the differences between students' post-test and pre-test scores between class A and class B. The data was analyzed quantitatively by using SPSS 16. To know the equivalent of the control class and experimental class, the researcher conducts a pre-test. In the pre-test, the researcher gave a story of recount text and asked them to work in a group. Then the researcher gave speaking skill tests by asked them to retell the story chronologically one by one in front of the class by using their language. Post-test was given by the researcher after getting treatment to compare the score of the control class and experimental class. The

road of conducting the post-test and pre-test is the same. The difference only conducted post-test after getting treatment by giving mini-drama in the experimental class.

The researcher used a validator for measuring the validity of the test. Measuring the validity of the test, the researcher was used some steps such as:

1. The researcher designed the test by looking at basic competence in the 2013 curriculum. The basic competence is as follows: "arrange the oral recount text and written recount text, short and simple, related with historical event considering the social function, text structural and language future correctly as well as the context".
2. To know the test is suitable or not, the researcher used expert' judgment to judge the test. The expert was Dra. St Yatimah Djamaliah R, as the teacher of SMAN 02 BANGKALAN. It was the content validation that the expert gave to the researcher.
3. The expert looked for the example of the test and RPP, then she said that the test was valid (see appendix 1). After that, continuing to calculate the reliability of the text.

In measuring the test's reliability, the researcher took a tryout in other classes besides the control and experiment group. . In this study, there were two raters those are rater 1 is the teacher who teaches X-IPA 4 class and rater 2 is the researcher. A speaking rubric by Nunan 2003 (see appendix 2) as a guideline for assessing students' speaking skills. In this study, the two raters were given students' scores. Next, the researcher used Cronbach's alpha to know the reliability of the test by using SPSS 16. The reliable formula is the follows:

Item Statistics

	Mean	Std. Deviation	N
RATER1	77.00	4.472	5
RATER2	77.00	4.472	5

This is the result of interrater reliability during the tryout at X-IPA 4.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.815	.815	2

The criteria by Nunnally (1960) said that when Cronbach's alpha more than 60% which were score above showed 81.5%, it means the instruments of speaking were reliable.

After measuring the reliability, the researcher collected the data using the test. To obtain the data, the researcher took the following steps:

1. Got permission

Getting permission to the school that was used to collect the data. The researcher came to the headmaster of

SMAN 02 Bangkalan to get permission for doing the research. After the researcher got the permission of the headmaster of SMAN 02 Bangkalan, the researcher continued to do the research.

2. Conducted tryout

Conducting tryouts to measure the validity and reliability of the instrument. The researcher conducted tryouts in the first meeting. The two raters were scored tryout of the test. The teacher is in that class as the first rater and the researcher as the second-rater. The researcher gave them a story related to recounting text, then asked them to read the story before retelling the story in front of the class.

3. Conducted pre-test

Conducting pre-test in X IPA-3 and X IPA-5 class to measure students' speaking skill mastery before the treatments will give to the experimental class. The pre-test was conducted in the second meeting. Pre-test in X IPA-3 was conducted on Monday than the pre-test in X IPA-5 was conducted on Friday.

4. Gave treatment

Taught recount text in both classes. The experimental class was given treatment such as given them mini-drama as a technique related to the recount text but in the control group was not given kind of treatment. The researcher needed four meetings to conduct treatment in the experimental class. The researcher gave the students treatment by making a mini-drama. In this situation, the students should make a script of drama and then perform it in front of the class. The teacher should make sure that her students were talking active in group work.

5. Conducted post-test

Conducting a post-test in both classes to know the effect of mini-drama can improve the students speaking skills or not. The treatment was given in the experimental class and there is no treatment in the control class. The post-test was given by the researcher at the last of the meeting.

6. Analyzed

Analyzed students' post-test and pre-test scores. The researcher analyzed the data after got the data that the researcher needed. The data itself consists of tryout scores, pre-test scores, and post-test scores.

After the researcher got the data from the post-test and pre-test the score analyzed by using SPSS. The stages were as follows:

1. Put the score of the post-test and pre-test for the experimental class and control class. Open Microsoft excel to save the score of both classes.

2. To know the data is homogenous or not, the researcher calculating *the homogeneity of variance tests* for both classes.

3. Calculating normality by the *Shapiro-Wilk* test.

4. To know the medians of the pre-test, the researcher calculating *Mann-Whitney U Test* for both classes. It can quantify the level of significance to indicate they were equal.

5. Calculating a *Mann-Whitney U Test* to contrast medians of post-test for both classes to know a significant difference.

6. Computing eta-squared to know the effect size.

RESULTS AND DISCUSSION

Results

After taking some steps in analyzing the data, it can be shown that the use of mini-drama can improve the students' speaking. The process of analyzing was elaborated as follows:

The Result of Pre-test

To know of both classes were equivalent or not, the researcher takes a pre-test before giving treatment in the experimental class. The researcher required to count a homogeneity of variance before analyzing the pre-test scores. Here is the result:

Test of Homogeneity of Variances

result of the pre-test

Levene Statistic	df1	df2	Sig.
.451	1	66	.504

Based on the table, the test of homogeneity of variances is the significance level of both classes in the pre-test score is .504. it can be known that data of the pre-test score of class A and class B is homogeneity because the score is more than .05. thus the researcher proceeds to continue the next steps.

Next, looking at the participant of both classes were less than 50 students, the researcher calculating the normality of data by using the *Shapiro-Wilk* test of normality. Here is the output:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
CLAS S A	.236	34	.000	.865	34	.001
CLAS S B	.178	34	.008	.923	34	.020

According to the table, It is shown that sig. for class A (experimental group) was .001 and the value of sig. for class B (control group) was .020. The value of sig. of class A and class B was less than .05. it can be known that the score was not normally distributed of both classes. The parametric of the test was not credible for this research. Thus, to analyze the data of this research by the *Mann-Whitney U Test* to know the speaking score of both classes.

Next step, to know a significant difference between both classes that were experimental class and control class, the researcher used SPSS to analyze the score of pre-test by using the *Mann-Whitney U test*. The significant difference between both the experimental class before being given treatment and the control class is as follows:

Table 4.3
Test Statistics of pre-test

	result of-test
Mann-Whitney U	533.000
Wilcoxon W	1128.000
Z	-.567
Asymp. Sig. (2-tailed)	.570

a. Grouping Variable: class

According to the table of *Mann-Whitney U Test*, the score of students' pre-test in both classes was known by looking at the table above. Based on the table, the level of significance was given Asymp. Sig. (2-tailed), which is .570. it can be said that the difference between both classes there was no significant difference because the p-value is > .05. Therefore, based on the Mann-Whitney U test above, it was a resume that their speaking was equal to both classes. The next steps after conducting a pre-test in both classes, the researcher gave treatment in the experimental class and there is no treatment in the control class. The treatment was given for about four meetings in the experimental class. In the last meeting, the researcher conducted a post-test in both classes to know a significant difference in level after given a treatment.

The result of post-test

Conducting a post-test was given by the researcher after the experimental class got treatment. The researcher conducted a post-test to find some information that the use of mini-drama as a treatment was effective or not by using SPSS. The researcher computes the score of medians by using Mann Whitney to know the significant difference between both classes. The rank of the experimental group after being given treatment and the rank of the control group is as follows:

Table 4.4
Ranks

Class	N	Mean Rank	Sum of Ranks
result of the class post-test A	34	48.18	1638.00

class B	34	20.82	708.00
Total	68		

Table 4.5
Test Statistics of post-test

	result of the post-test
Mann-Whitney U	113.000
Wilcoxon W	708.000
Z	-5.764
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: class

According to the table of the *Mann-Whitney U Test*, to know the score of the posttest was significant or not for both classes can be seen at the table. It was shown that the significance level was given as Asymp. Sig. (2-tailed). That was .000. it can be said that the use of mini-drama as a treatment was to improve the students speaking.

Effect size

The researcher calculates the effect size of Mann Whitney to know the level of effect was given by the data. According to Pallant (2010), an effect statistic was not provided by SPSS, but in the result of the *Mann-Whitney U Test* (see table 4.5) there was a value of 'Z'. It was applied to measure standard deviation which was similar in *t-test*. It was used to find out the effect size was given by the treatment of the experimental class. The effect size could be known if the result of the post-test scores showed a significant difference.

Based on the result of the post-test, it showed a significant difference between both groups. Then, to calculate the effect size was given, the researcher takes a formula by Pallant (2010:230). The formula to calculate effect size is as follows:

$$r = \frac{Z}{\sqrt{N}}$$

To interpret the eta square data, the researcher used a guideline which is proposed by Cohen (1988), they are:

- .01=small effect
- .06=moderate effect
- .14=large effect

Then, here is the the calculation:

$$r = \frac{-5.764}{\sqrt{68}}$$

$$r = \frac{-5.764}{8.2462}$$

$$r = .69898862 \approx .69$$

cohen (1998) said that if the effect size more based on .14, the effect was that was given was bring large effect. Thus, the calculation of effect size, the r-value is .69. it was known that mini-drama as treatment can bring large effects.

Discussion

According to the table of the *Mann-Whitney U Test*, to know the score of the posttest was significant or not for both classes showed on the table. It was shown that the significance level was given as Asymp. Sig. (2-tailed). That was .000. it can be said that the use of mini-drama as a treatment was improving the students speaking skills.

The result showed that there was a significant difference in speaking skills between the post-test score of the experimental class and the post-test score of the control class. The result of the Mann-Whitney U Test was Asymp. Sig. (2-tailed) which was .000 showed that the p-value lower than .05. the mean rank score of the test between rater 2 and rater 1 in both classes is 48.18 from class A and 20.82 from class B. The mean rank of the score showed that the experimental class (class A) got a higher post-test score than the control class (class B). In this situation, mini-drama can bring a large effect on ten grade students' speaking skills in SMAN 2 BANGKALAN. Cohen (1988) said that if the effect size more than .14, it can be concluded that the treatment that we're given is brought a large effect. It means that mini-drama can bring a large effect on the students to improve their speaking skills. It is because the process of mini-drama was enjoyable. The students enjoyed making a script of drama that can make them talk active when they made it. They enjoyed to work in a group and have a good opportunity to share with their friends.

The result of this study was mini-drama can help the students to increase their speaking skills. E.g, when there do some kind of drama, they were remembered the story of the drama itself. Thus, it will be easy to retell the story about that title because they have done to remember the story by doing a mini-drama. The students can improve their vocabulary, structure, intonation, pronunciation, fluency, and competency. The students increased their vocabulary and fluency. The students got more time to remember the events of the text and they got the self-confidence to talk in front of the class. Thus, the students were easy to retell the story in front of the class. It can be concluded that mini-drama is a good way to overcome this problem. It is because mini-drama can bring a large effect on the students to improve their speaking skills. Mini drama is a good way for this research because the learning process of mini-drama was enjoyable by the students. The students were talking actively to work in a group and were happy to learn English. Thus, their speaking skill was good after got the treatment itself.

This finding showed that mini-drama could increase students' speaking skills. E.g, when they do

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CONCLUSION AND SUGGESTION

Conclusion

Based on the outcome of all findings, the use of mini-drama on ten grade students brought a large effect on their speaking skills. Also, mini-drama can be used by the teacher as a technique to teach English speaking skills for senior high school. The process of making a mini-drama was enjoyable. The students will have a good spirit to make a drama. Thus, they were talking actively to talk with their friends. The students' were happy to do drama in front of the class, especially, when they were already good performance. The students remembered all of the story or scenario of the drama. It can be helpful for them to retell the story as chronologically in front of the class.

Suggestion

The researcher finally would like to give some suggestions and recommendations for the teacher and the future researcher who wants to teach English education to give better learning and teaching activity will become happy.

1. For the teachers

A good teacher should have good media or techniques to teach students who are afraid if they perform in front of the class. The researcher suggests the teacher use mini-drama as a technique in learning and teaching activity. It is because when the teacher uses mini-drama as a technique, the students will talk actively with their friend and they will remember the story in detail. The use of mini-drama can motivate the students to practice their speaking skills in English. It can make the students increase their speaking because they will get high confidence.

2. For the future researchers

Future researchers can use mini-drama in other skills, such as writing. It can be an inspiration and help the other researcher as references related to the use of mini-

drama. The researcher gives suggestions to future researchers to pay attention to time allocation in the use of mini-drama. It because mini-drama needs more times to conduct the research.

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