THE EFFECTIVENESS OF TEACHING SPEAKING
BY USING DRAMA TECHNIQUE FOR GRADE EIGHTH STUDENTS
OF SMP NURUL QARNAIN SUKOWONO

THESIS

By:

Siti Normaulida
SRN : T20186085

ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
JUNI 2025

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THESIS

Presented to State Islamic University of
Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirement
For Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
English Education Study Program
Islamic and Language Education Department
Faculty of Tarbiyah and Teacher Training

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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Approved by Advisor
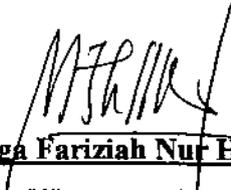
Mega Fariziah Nur Humairoh, M.Pd
NIP.199003202019032010

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THE EFFECTIVENESS OF TEACHING SPEAKING
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THESIS

Has been examined and approved as the reqruiments to obtain abachelor degree
of Sarjana Pendidikan (S.Pd.)
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English Education Department

Day and Date : Wednesday, June 11th 2025

Examiners Team

Chairman

Secretary

Dr. Mohammad Zaini, S.Pd. I, M.Pd. I
NIP. 198005072023211018

Aminulloh, S.Pd., M.Pd
NIP.197705272014111001

Members :

1. H. Moch. Imam Machfudi, Ph. D.   (   )
2. Dr. Mega Fariziah Nur Humairoh, M.Pd.   (   )

Approved by,

The Dean of the Faculty of Education and Teacher Training

Dr. H. Abdul Muis, S.Ag., M.Si.
NIP. 197304242000031005

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MOTTO

ٱدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِۖ وَجَٰدِلْهُم بِٱلَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن

ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِين (125)*

"Invite all to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord alone knows best who has strayed from His Way and who is rightly guided."(An-Nahl 16:125)

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* "Surah An-Nahl [16:125]," *Sahih International translation*, accessed May 21, 2025, https://quran.com/en/an-nahl/125.

DEDICATION

I proudly dedicate my first thesis to the people who care for and love me, and to those who have helped me complete this journey with patience and kindness.

1. **To my beloved father, Juhari, and my dear mother, Raudah** Thank you for your unconditional love, heartfelt prayers, and unwavering support. Your sacrifices, patience, and constant encouragement have been the light guiding me through every challenge. This achievement is a reflection of your strength and love.

2. **To my younger brother, Muhammad Zaenuri, and all of my beloved family**, your presence has been a source of joy, motivation, and resilience. Thank you for standing by me and reminding me that I am never alone in this path.

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Alhamdulillahi rabbil 'alamin, all praises be to Allah SWT for His blessings and mercy that enabled the writer to complete this thesis. Salawat and greetings are always delivered to our Prophet Muhammad SAW, who guided us from darkness into light. This thesis is presented to fulfill one of the requirements to obtain a bachelor's degree in the English Education Department of the Faculty of Tarbiyah and Teacher Training at Kiai Haji Achmad Siddiq State Islamic University of Jember. The title of this undergraduate thesis is "The Effectiveness of Teaching Speaking by Using Drama Technique for Grade Eighth Students of SMP Nurul Qarnain Sukowono."

The writer realizes that this thesis would not have been completed without the assistance, guidance, and support from various parties. Therefore, the writer would like to express her deepest gratitude and appreciation to:

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4. Dewi Nurul Qomariyah, S.S., M.Pd., as the Head of the English Education Program, who has provided motivation and support to every student.

The writer realizes that this thesis is still far from perfect. Therefore, constructive suggestions and feedback are highly appreciated. Hopefully, this thesis can provide benefits for readers and future researchers.

Jember, April 25th 2025

Siti Normaulida

ABSTRACT

Siti Normaulida, 2025 *: The Effectiveness of Teaching Speaking by Using Drama Technique for Grade Eighth Students of SMP Nurul Qarnain Sukowono.*

Key words : Drama Technique, Speaking Skill, Pre-Experimental Design, Junior High School Students

Many junior high school students face challenges in developing their English speaking skills, particularly in terms of fluency, pronunciation, and self-confidence. Traditional teaching methods that rely heavily on textbooks often fail to foster active engagement and interactive learning. This study addresses these issues by exploring how the implementation of drama techniques can serve as an effective alternative teaching technique for enhancing speaking skills in a rural junior high school context.

This research aims to determine the effectiveness of using drama techniques in improving students' speaking skills. It specifically examines how drama enhances fluency, accuracy, and comprehensibility in students' spoken English. The central research question is: *"Does the use of drama techniques significantly improve the speaking abilities?"*

The study employed a pre-experimental design with a one-group pre-test and post-test model. A total of 21 eighth-grade students were selected through total sampling. The treatment consisted of three sessions (270 minutes in total), involving drama-based activities such as role-plays and dialogue performances. The research instruments included speaking tests and observation checklists. The data were analyzed using a paired sample t-test.

The findings revealed a significant improvement in students' speaking performance, with the average score increasing from 45.1 in the pre-test to 67.8 in the post-test, reflecting a 50.3% improvement. The t-value (15.17) was higher than the t-table value (2.086), indicating a statistically significant difference. It can be concluded that drama techniques effectively enhance students' speaking skills and offer a practical, engaging approach to English language teaching.

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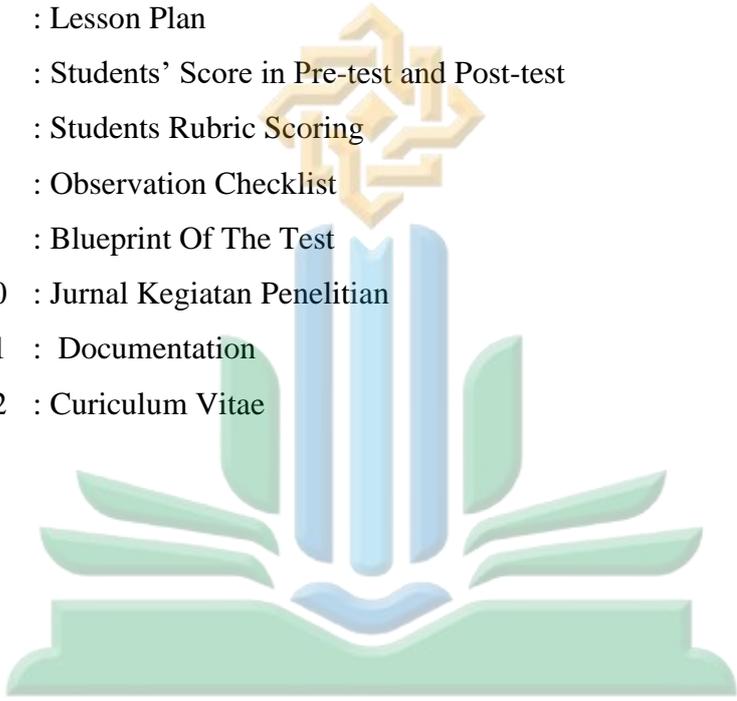
CHAPTER I

INTRODUCTION

A. Background of the study

Speaking is a fundamental language skill and a key component of effective communication. In educational contexts, speaking enables teachers and students to exchange ideas and information interactively. Cameron defines speaking as the active use of language to convey meaning to listeners, while Hamer describes it as a conversational exchange between two or more people.[1] Therefore, students should be able to engage in dialogues, monologues, and other speaking activities. Speaking involves constructing meaning through both the production and reception of language, so learners must be trained to speak with accurate pronunciation and grammar to ensure that listeners understand the intended message. In practice, classroom activities should prioritize student participation in speaking practice.

However, teaching speaking can be challenging, especially when instruction relies solely on textbooks. Preliminary observations conducted over several class sessions in Grade Eighth at SMP Nurul Qarnain Sukowono revealed that the english teacher used only the textbook during speaking lessons. As e result, most students remained passive during class; they rarely volunteered to speak and often appeared disengaged and bored. Many also showed low confidence in using English, partly because the language outside of school. These conditions suggest that students at SMP Nurul Qarnain

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[1] Andi Husnul Khatimah, "The Effect of Using Drama in Teaching Speaking at Mts 1 Kindang (A Pre-Experimental Research at the VIII B Grade of Mts 1 Kindang)" (Thesis, Muhammadiyah University Makassar, 2020), 1.

Sukowono need more interactive methods to develop their speaking skills effectively.

Drama has been proposed as one such interactive technique. According to Vasseur, Drama based teaching provides students with opportunities for role-playing, imagination, and action.[2] Through drama activities, learners practice speaking in meaningful contexts, which enhances fluency and build confidence. Swain notes that drama promotes social interaction and collaboration, further Improving language skills. Likewise, Wesseles emphasizes that drama creates an environment in which students can overcome their fear of making mistakes and use new vocabulary in realistic situations.[3] By thinking on their feet and participating actively, students better retain and understand the language. In short, drama techniques encourage active student engagement and have been shown to motivate learners to speak more confidently.

Several studies have reported positive results from using drama in speaking instruction. For example, Nurzaita found that applying drama techniques significantly improved students speaking ability by providing an engaging, interactive learning environment.[4] The drama activities in her study helped students build confidence and reduce their fear of making mistakes, leading to improvements in fluency and pronunciation. Similarly, Marwati

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[2]R. Vasseur, "Drama as a Language Teaching Method: The Benefits of Role-Playing in Language Learning," *Journal of Language Teaching and Research* 15, no. 2 (2019): 230–245.

[3] M. Swain, "Sociocultural Theory and Second Language Learning: The Role of Drama in the Development of Speaking Skills," *International Journal of Educational Research* 62, no. 4 (2018): 56–72.

[4] Charles Setiawan Toedje and Desmon Moningkey, "Analyzing Students' Ability in Using Drama to Enhance Language Competence," *Sintuwumaroso JET* 8, no. 2 (February 2023).

reported that drama helped eight grade students overcome their reluctance to speak, encouraging greater classroom participation.[5] These findings suggest that drama can be an effective method for enhancing speaking skills.

Despite these promising results, a significant research gap remains. First, no previous study has examined the effectiveness of drama techniques specifically at SMP Nurul Qarnain Sukowono, where traditional textbook-based methods still dominate and drama has never been implemented. Second, existing studies were conducted in different geographical and institutional contexts: Nurzaita's research was conducted in Aceh using a university setting, while Marwati's study took place in a public junior high school in South Sulawesi. Neither study addressed the unique challenges faced by rural schools in East Java. Therefore, there is a clear need to investigate the potential impact of drama techniques on students' speaking abilities within the local context of SMP Nurul Qarnain Sukowono to provide more contextually relevant and practical insights for improving English speaking instruction in rural Indonesian schools.

For these reasons, this study aims to investigate whether teaching speaking through drama can improve the oral performance of Grade eighth students at SMP Nurul Qarnain Sukowono. Specifically, the research examines whether students taught with drama techniques perform better in speaking tasks than those taught through the traditional textbook-based approach. By addressing this issue in a school that has never applied drama

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[5] Andi Husnul Khatimah, "The Effect of Using Drama in Teaching Speaking at Mts 1 Kindang (A Pre-Experimental Research at the VIII B Grade of Mts 1 Kindang)" (Thesis, Muhammadiyah University Makassar, 2020), 2.

methods before, the study seeks to fill the existing research gap and contribute to the development of more effective, engaging strategies for teaching speaking in similar educational settings. The primary aim of this research is to determine the effectiveness of using drana techniques in teaching speaking to grade eighth students in this context

B. Research problem

Based on the background above, the researcher formulated research problem as follows "Does the use of drama technique significantly improve students' speaking abilities?"

C. Research objective

Based on the research problem above, the objective this research "To investigate the effectiveness of drama technique in improving students' speaking abilities"

D. Significance of study

This research has some types of significances. The first in the theoretical significance, and the second is practical significance.

1. Theoretical Significance

This research is expected to contribute to the theoretical development of Communicative Language Teaching (CLT) by demonstrating that drama techniques can be used as an effective and interactive method for teaching speaking. CLT emphasizes meaningful communication and student-centered learning, and this study supports those principles through the practical use of drama activities in the classroom.

In addition, the study provides insight into how speaking competence, particularly in fluency, accuracy, and comprehensibility, can be improved through communicative and creative learning strategies such as drama. The findings are expected to enrich the theoretical framework of language teaching by connecting classroom practice with established language learning theories.

2. Practical Significance

There are some expected benefits to achieve from this study. This study give contribution to the students, teacher, and researcher itself. For the students, the students can learn speaking by using drama technique in the learning process, they can practice their speaking by using drama technique with their friends and for the teacher, the teacher can use drama technique as an alternative technique in teaching learning process and the teacher can know the students speaking ability by using drama technique and the last is for the future researcher, the researcher can uses this technique to teach their students in the future of teaching learning process.

E. Scope of the research

This research focuses on the effectiveness of using drama techniques in teaching speaking to eighth-grade students at SMP Nurul Qarnain Sukowono. The scope includes the speaking material, the method used, and the duration of the study. The speaking material is based on Core Competencies (KI 3 and KI 4) and Basic Competencies (KD 3.7 and KD 4.7) of the 2013 Curriculum. Specifically, KD 3.7 emphasizes understanding the social function, text

structure, and linguistic features of spoken transactional texts, while KD 4.7 focuses on constructing short spoken transactional texts involving expressions such as giving and asking for information, opinions, and intentions in simple, everyday interactions.

The learning activities are designed under the theme of "Improving Speaking Skill through Drama Technique", where students engage in drama-based tasks that reflect real-life communication such as shopping, ordering food, asking for help, or expressing feelings. These activities aim to improve students' fluency, accuracy, and comprehensibility through meaningful, expressive, and interactive performance.

This study employs a quantitative approach using a pre-experimental design, specifically a one-group pre-test and post-test model, to assess students' speaking performance before and after the treatment. The sample consists of eighth-grade students, selected using total sampling.

The research was conducted over the course of three meetings, each lasting 90 minutes, within a period of two weeks during the 2024/2025 academic year. Each session progressively introduced drama techniques such as basic role-playing, improvisation, and emotional expression to help students develop their speaking skills in an engaging and student-centered environment.

F. Definition of key terms

To avoid misunderstanding misinterpretation of the basic concepts used in this study, the researcher provides several definitions of key terms :

1. Teaching Speaking

Teaching speaking refers to the process of guiding and facilitating students to develop their ability to communicate orally in English effectively and appropriately. It involves not only practicing pronunciation and language structures but also encouraging fluency and communicative comprehensibility in real-life situations.[6] According to Leong and Ahmadi, the goal of teaching speaking is to help students express their ideas, thoughts, and feelings clearly, fluently, and accurately.[7]

In the context of this study, teaching speaking is defined as the teacher's effort to improve students' speaking ability through the use of drama techniques as a method of instruction. This technique aims to create interactive, expressive, and contextual speaking activities that encourage students to actively engage in meaningful communication.

This study assesses students' speaking performance based on three main aspects: fluency, accuracy, and comprehensibility. These components align with modern frameworks for speaking assessment in English language teaching.[8] The effectiveness of the drama technique is measured by how well it enhances these components in the context of English language learning at SMP Nurul Qarnain Sukowono.

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[6] Richards, J. C., *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2021).

[7] Leong, L. M., and Ahmadi, S. M., "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34–41.

[8] Goh, C. C. M., and Burns, A., *Teaching Speaking: A Holistic Approach* (Cambridge: Cambridge University Press, 2022).

2. Drama technique

    Drama technique refers to the use of theatrical elements in language instruction, particularly to enhance students' speaking skills. It includes activities such as role play, dramatic scenarios, structured dialogues, and simulations of real-life situations, all of which aim to create a communicative and contextual language learning environment. Pratiwi, Ardian, and Purwanti state that the use of role-play techniques can significantly improve students' speaking skills in narrative texts, demonstrating that the integration of drama elements can enhance oral language performance.[9]

    In this study, the drama technique specifically refers to scripted role play, where students are provided with scripts or predefined scenarios to perform in groups. This technique allows students to practice speaking in structured and supportive settings, which can improve their confidence, fluency, and pronunciation. Santoso and Prasetyo found that scripted role play improves students' self-confidence in speaking English and supports their mastery of proper intonation and pronunciation.[10] Therefore, the use of drama is expected to foster a more interactive and engaging learning environment, effectively promoting the development of students' speaking abilities.

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[9] Pratiwi, B. A., Ardian, E., and Purwanti, S. E., "The Influence of Role Play Technique Towards Students' Speaking Skill on Narrative Text at Ninth Grade of SMP Negeri 1 Tembilahan Hulu," *J-Shelves of Indragiri (JSI)* 4, no. 1 (2022): 14–24, https://doi.org/10.61672/jsi.v4i1.2494.

[10] Santoso, I. B., and Prasetyo, S., "Improving Students' Confidence in Speaking Skills Using Scripted Role Play at Yogyakarta Tourism Academy," *Ahmad Dahlan Journal of English Studies* 11, no. 1 (2024), https://doi.org/10.26555/adjes.v11i1.751.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

This section presents several previous studies related to the use of drama techniques in teaching speaking skills. The studies were selected based on their relevance to the current research topic, the use of experimental or classroom action research design, and their focus on improving students' speaking abilities through drama techniques. These studies provide insights into the effectiveness of drama-based instruction and serve as a comparative basis for this research.

Natalia Tri Astuti conducted a study entitled *"The Influence of the Use of Drama Techniques on English Proficiency."* This study aimed to determine whether using drama techniques can improve students' English speaking skills. The researcher employed a quantitative approach using a quasi-experimental design, involving both experimental and control classes. The findings showed a low but positive effect of using drama techniques on students' speaking performance. Factors such as students' lack of self-confidence, difficulty in remembering dialogue, and peers laughing during performances affected the results. Despite the limitations, the study demonstrated that drama can contribute to speaking improvement under supportive conditions. The limited significance of the results highlights the

importance of classroom atmosphere and student motivation in drama-based learning.[11]

Betharika Sukendro, in her classroom action research titled *"Improving Student Speaking Skills Through Drama for Class XII Students of SMA Santo Thomas Yogyakarta,"* focused on using drama as a method to enhance speaking instruction. The study was conducted over two cycles involving planning, implementation, observation, and reflection. Drama techniques were applied in each cycle to deliver the subject matter. The results indicated noticeable improvements in student participation, engagement, and speaking performance. The collaborative nature of drama encouraged more student interaction and contributed to the success of the learning objectives. This study shows the practicality of using drama in real classroom settings to improve speaking skills through experiential learning.[12]

Abdul Rahman R., in his research *"Application of Drama Techniques in Speech Development for Class XI Students of MAN Majene,"* used an experimental design with pre-test and post-test procedures to determine the effectiveness of drama techniques. The study involved two groups: experimental and control. Data were analyzed using SPSS 20. The results revealed significant improvements in the experimental group's speaking scores, indicating that drama techniques were positively received and effective

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[11] Natalia Tri Astuti, "The Influence of the Use of Drama Techniques on English Proficiency" (Thesis, Universitas Indraprasta, 2016).

[12] Betharika Sukendro, "Improving Students' Speaking Ability through Drama for Students Grade XII SMA Santo Thomas Yogyakarta," *Journal of English Language and Pedagogy* 1, no. 2 (2018): 3.

in improving students' speaking development. The methodological strength of this study lies in its use of statistical analysis to validate the findings.[13]

Putri Suci Nurzaita conducted a pre-experimental study entitled *"Utilization of Drama Techniques to Improve Students' Speaking Skills."* The research involved a single group that received a pre-test, treatment using drama, and a post-test. Additionally, questionnaires were distributed to gather students' perceptions. The results demonstrated significant improvements in speaking performance and positive student responses toward the use of drama in speaking instruction. The combination of quantitative and qualitative data provided a holistic view of drama's effectiveness in improving fluency and boosting confidence.[14]

Marwati, in her quasi-experimental research titled *"Improving Students' Speaking Skills Through Drama in Class VIII SMPN 9 Palopo,"* examined the effects of drama on two classes (experimental and control) using purposive sampling and SPSS 20 for data analysis. The results showed that students in the experimental group outperformed those in the control group, confirming the effectiveness of drama in enhancing speaking abilities. The study provided concrete statistical evidence supporting the use of drama as a pedagogical tool.[15]

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[13] Abdul Rahman R., "Application Drama Technique in Developing Speaking of the Eleventh Grade Students of MAN Majene," *Journal Edumaspul* 3, no. 1 (2019).

[14] Putri Suci Nurzaita, "The Use of Drama Technique to Increase Students' Speaking Ability" (Thesis, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020), 6–7.

[15] Marwati, "Improving Students' Speaking Skill through Drama at the Eighth Grade of SMPN 9 Palopo" (Thesis, State Islamic Institute of Palopo, 2020), 18.

Recent research by Andriani & Suparto in *"Enhancing Students' Speaking Skill Through Drama Technique at the Tenth Grade of SMAN 2 Kediri"* demonstrated that students who participated in drama-based instruction showed improved fluency, expression, and pronunciation. The study emphasized that drama creates contextualized communication experiences that mirror real-life interactions. The researchers concluded that drama is effective in overcoming speaking anxiety and promoting active language use.[16]

Another recent study by Widya & Dewi, *"Drama as a Media to Improve Speaking Skills of EFL Students in Indonesian Context,"* emphasized the use of role-play and improvisation in drama activities. They found that students became more expressive and confident, and their fluency and pronunciation improved significantly. The study aligns with the current research by reinforcing the motivational and interactive value of drama in speaking instruction.[17]

Based on all the related findings above, it can be concluded that the use of drama techniques has been widely recognized as an effective method to enhance speaking skills among students. The similarities across these studies lie in the improvement of key aspects such as fluency, pronunciation, expression, and confidence. However, the differences are observed in terms of research methods (quasi-experimental, pre-experimental, and classroom action research), the number of participants, and classroom contexts.

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[16] Andriani Andriani and Suparto Suparto, "Enhancing Students' Speaking Skill Through Drama Technique at the Tenth Grade of SMAN 2 Kediri," *Jurnal Pendidikan Bahasa Inggris* 9, no. 2 (2021): 123–132.

[17] Widya Widya and Dewi Dewi, "Drama as a Media to Improve Speaking Skills of EFL Students in Indonesian Context," *Journal of English Language Studies* 11, no. 1 (2023): 45–56.

The current study adopts a pre-experimental design, similar to Nurzaita's study, but focuses on eighth-grade students at SMP Nurul Qarnain Sukowono. Unlike some previous studies that combined quantitative and qualitative methods, this study primarily utilizes quantitative data through pre-test and post-test scores. Nevertheless, the findings from past research strongly support the theoretical rationale of using drama as a communicative and student-centered method to improve speaking proficiency.

These previous studies have helped shape the current research design and instrument selection and justify the implementation of drama as a practical technique to boost students' speaking performance. By focusing on fluency, pronunciation, and comprehensibility, the present research contributes to the ongoing discourse on how drama fosters interactive, engaging, and effective speaking practice in EFL classrooms.

Table 2.1
Similarities and Differences Previous Research

No	Research Title & Author	Year	Similarities	Differences	Results
1	*The Influence of the Use of Drama Techniques on English Proficiency* by Natalia Tri Astuti	2016	Both studies use drama techniques to improve speaking skills	- Quasi-experimental design - Conducted at SMPN 157 Jakarta - Sample: 25 students in experimental	The use of drama technique had a low but positive effect. Students' lack of confidence and peer pressure affected performance.

No	Research Title & Author	Year	Similarities	Differences	Results
				class and 25 in control class	
2	*Improving Students' Speaking Skills through Drama for Class XII Students of SMA Santo Thomas Yogyakarta* by Betharika Sukendro	2018	Both focused on using drama to improve speaking performance	- Classroom Action Research (CAR) - Conducted in two cycles with reflection - Population: Grade XII students at SMA Santo Thomas	Students' speaking ability improved significantly. Increased enthusiasm and participation were noted during the drama sessions.
3	*Application of Drama Technique in Developing Speaking of the Eleventh Grade Students of MAN Majene* by Abdul Rahman R.	2019	Both used drama as a speaking development strategy	- True-experimental design - Conducted at MAN Majene - Analysis using SPSS and Pearson Product Moment	The technique significantly improved students' speaking scores. The post-test results were higher after the drama treatment.
4	*The Use of Drama Technique to Increase Students' Speaking Ability*	2020	Both applied drama in speaking classes and used pre-experimental	- Conducted at SMP level - Collected data from pre-test, post-test, and student	Students' speaking improved in fluency and pronunciation. Questionnaire showed positive

No	Research Title & Author	Year	Similarities	Differences	Results
	by Putri Suci Nurzaita		design	questionnaires	perception of drama learning.
5	*Improving Students' Speaking Skill through Drama at the Eighth Grade of SMPN 9 Palopo* by Marwati	2020	Both aimed to improve junior high school students' speaking skills using drama	- Quasi-experimental design - Pre- and post-tests given to both experimental and control classes	Drama was effective in enhancing students' speaking ability. Experimental group outperformed control group in post-test.
6	*The Use of Role Play Technique in Improving Speaking Ability of Eighth Grade Students at SMPN 2 Taman* by Wulandari	2021	Similar focus on drama-related techniques (role play) for speaking improvement	- Role-play as a variant of drama - Pre-experimental design - Conducted at SMP level	Showed significant improvement in fluency and confidence. Role play encouraged active student participation.
7	*Enhancing Students' Speaking Fluency Through Drama Activities* by Siregar	2022	Focus on drama-based strategies to improve speaking	- Qualitative research design - Conducted in a public junior high school in Medan	Findings revealed that drama activities increased students' fluency and reduced anxiety. Students were more confident in

No	Research Title & Author	Year	Similarities	Differences	Results
					speaking.

The findings from previous studies indicate some variations in the results. Several studies, such as those conducted by Betharika Sukendro (2018), Abdul Rahman R. (2019), Putri Suci Nurzaita (2020), and Marwati (2020), revealed that the use of drama techniques significantly improved students' English-speaking skills. These studies demonstrated that drama activities enhanced aspects such as fluency, pronunciation, and student motivation. However, a different result was found in Natalia Tri Astuti's (2016) study, which reported only a low positive effect of drama techniques on students' speaking ability. The lack of significance in her findings was attributed to students' low self-confidence, difficulties in pronunciation and intonation, and negative peer reactions during performances.

In response to the inconsistency among these findings, this present study aims to further investigate the effectiveness of using drama techniques in teaching speaking, particularly for eighth-grade students at SMP Nurul Qarnain Sukowono. Unlike some previous studies which used CAR or true/quasi-experimental designs with varying age groups and settings, this research applies a **pre-experimental design** with one group pre-test and post-test, focusing on young adolescent learners in a rural Islamic junior high school context. The purpose is to explore how the drama technique influences students' speaking ability, especially in terms of **fluency, accuracy, and**

comprehensibility. By using drama, students are encouraged to engage more actively in speaking activities, which may help them overcome anxiety, express themselves more confidently, and practice English in interactive, meaningful contexts. Thus, this study seeks to provide further evidence on the potential of drama techniques to enhance speaking ability and fill the gap in terms of applying this method to a younger, less-explored learner demographic using a structured experimental approach

B. Some Pertinent Ideas

    1. The Concept Of Speaking

        a. Speaking skills

Speaking is one of the four fundamental language skills taught in English language learning. It allows individuals to express their ideas and communicate with others. Speaking involves both giving and receiving information in real-time interaction.

According to Boonkit "speaking is one of the four important skills in English, especially for speakers who are not from English-speaking countries. It refers to the ability to use the language in real situations, report actions with precise words, and express ideas fluently." This means that speaking is closely related to one's ability to understand and apply language in authentic contexts.[18].

Lesáková states that "speaking is the ability to develop and share meaning by using verbal or non-verbal symbols." Speaking is a

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[18] Putri Suci Nurzaita, "The Use of Drama Technique to Increase Students' Speaking Ability" (Thesis, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020), 6.

productive skill used to interact with others through oral communication. It is produced and processed in real-life situations, where speakers convey messages directly to listeners.[19]

Speaking has often been considered the most demanding of the four language skills in second or foreign language learning. When speaking, learners must manage their thoughts and encode them into appropriate vocabulary and grammatical structures in the target language. It is a complex skill that requires the simultaneous use of various sub-skills, which may develop at different rates. Chaney and Gebhard define speaking as one of the two productive language skills, involving the construction and sharing of meaning through verbal or oral expression. In this process, speakers use language to communicate meaningfully and effectively.

Speaking is also considered a two-way process between speaker and listener. It involves both productive skills (speaking and writing) and receptive skills (listening and reading). This means that communication requires both expressing and understanding messages in interaction.[20]

Speaking skill plays a vital role in language learning. Asilestari states that speaking is the most challenging skill for students to master among the four. It reflects students' command of vocabulary and their

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[19] Putri Suci Nurzaita, "The Use of Drama Technique to Increase Students' Speaking Ability" (Thesis, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020), 6–7.
[20] Ahya Nuzul, "The Implementation of Drama as a Technique in Teaching Speaking at the First Semester of the Eleventh Grade Students of MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018" (Thesis, State Islamic University Raden Intan Lampung, 2017), 14–15.

ability to express ideas rather than merely understand content. According to Shafi'i in Yulianti et al., the ability to speak fulfills a person's basic need to communicate with the society in which they live. Speaking is essential for students for several reasons. First, it helps them select and organize ideas through logical reasoning. Second, it enables them to express thoughts, make claims, refute opinions, and provide supporting arguments. Third, it helps them respond to learning materials and articulate information effectively. In conclusion, speaking is a crucial skill that helps students develop critical thinking, interpret information, and transform it into useful knowledge for daily life.[21]

b. The Aspect Of Speaking

According to Brown in Fausiani (2018), there are several key aspects of speaking that must be understood and mastered to achieve effective oral communication. These aspects include fluency, accent, and accuracy. Speaking, as a complex skill, involves the integration of these components in meaningful interaction.

a) Fluency

Fluency is one of the essential components of speaking. It refers to the ability to speak smoothly and naturally without unnecessary hesitation, repetition, or self-correction. Speaking

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[21] Irliani Juwita Zahri and Putri Asilestari, "The Effect of Using Drama Technique Towards Speaking Skill," *The Journal Edupedia*, Universitas Muhammadiyah Ponorogo (2022): 87–88.

fluency involves the ability to express ideas, feelings, opinions, and information clearly in oral communication.

In one of the earliest studies on fluency, Fillmore (quoted by Kormos & Dénes) conceptualized fluency in four ways. First, he defined it as the ability to speak at length with minimal pauses, filling the time with meaningful speech. Second, a fluent speaker is not only able to speak without hesitation but also able to deliver ideas coherently, logically, and meaningfully. Third, fluency includes the ability to speak appropriately across various social and contextual situations. Lastly, a fluent speaker is someone who possesses all of the above abilities.

A more recent view by Lennon describes fluency as the rapid, smooth, accurate, clear, and efficient translation of thought into language under real-time communication conditions. In other words, fluency can be defined as the natural ability to speak spontaneously, clearly, and efficiently, with minimal errors that may distract the listener from the speaker's intended message.[22]

b) Accent

When speaking a second language, individuals often speak with an accent. An accent refers to the distinctive manner in which sounds are produced, often influenced by the speaker's native language. It affects not only how a person speaks but also how they

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[22] Aditya Permana, Arjulayana, and Muhammad Abduh Almanar, "Analysis of Students' Speaking Fluency in Speaking Class Performance," *An English–Indonesian Journal for English, Education and Culture* 10, no. 1 (2020): 45.

perceive the language they hear. Although most individuals who begin learning a second language after adolescence will retain some form of accent, this does not necessarily hinder communication. Studies have shown that heavily accented speech can still be highly intelligible. It is important to remember that communication involves mutual understanding listeners may also perceive speech through their own linguistic background.[23]

Roach, as cited in Fausiani, states that accent is one of the variables that differentiate speakers because each individual has a unique way of speaking influenced by cultural and regional factors. Therefore, no single accent can represent all speakers of a particular language.[24]

c) Accuracy

According to Shen, accuracy refers to the ability to speak correctly without grammatical, lexical, or pronunciation errors. In speaking activities, accuracy is often developed through careful practice and feedback. It consists of three major components: vocabulary, pronunciation, and grammar.[25]

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[23]John A. Archibald, "Speaking and Hearing with an Accent," *Neuroscience* 9 (March 2020), https://doi.org/10.3389/frym.2020.581824.

[24] Andi Husnul Khatimah, "The Effect of Using Drama in Teaching Speaking at Mts 1 Kindang (A Pre-Experimental Research at the VIII B Grade of Mts 1 Kindang)" (Thesis, Muhammadiyah University Makassar, 2020),7.

[25] Andi Husnul Khatimah, "The Effect of Using Drama in Teaching Speaking at Mts 1 Kindang (A Pre-Experimental Research at the VIII B Grade of Mts 1 Kindang)" (Thesis, Muhammadiyah University Makassar, 2020),8.

(1) Vocabulary

Vocabulary is the collection of words that a speaker must know in order to understand and produce language effectively. Along with grammar and pronunciation, vocabulary is a crucial element of language proficiency. Hatch and Brown define vocabulary as a set of words used by individuals in speaking, listening, reading, and writing. It plays a central role in the development of communicative competence.[26]

(2) Pronunciation

Pronunciation is the way in which words and sounds are articulated, including the correct use of stress, intonation, and rhythm. It falls under the fields of phonetics and phonology. Effective pronunciation is essential for intelligibility in spoken communication. In English, pronunciation supports all four language skills and contributes to clear and meaningful expression.[27]

(3) Grammar

Grammar refers to the set of rules that govern the structure of sentences in a language. A strong understanding of grammar allows learners to construct meaningful and well-formed sentences. Harmer (in Malova) emphasizes that knowledge of

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[26] Suryadi, "The Effects of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill," *The Journal of English Language Studies* 3, no. 2 (2018): 195–196.

[27] Ristati, Nyoman Suparwa, Nengah Sudipa, and Ni Made Dhanawaty, "Improving Dayakness-Speaking Learners' English Pronunciation," *e-Journal of Linguistics* 13 (July 2019): 291–292.

grammar is essential for competent language users, as it helps them organize their messages clearly. Arief et al. state that grammar reflects the linguistic competence of native speakers, enabling them to communicate fluently and accurately. In language learning, grammar helps students express their thoughts logically and correctly.[28]

2. The Concept of Drama

a. Definition of Drama

Drama is one of the instructional techniques used in language teaching. It can be implemented in the classroom, particularly in the teaching of speaking, as it involves dialogue and real life conversation. Speaking skills require frequent practice, and drama offers a meaningful context for students to engage in communicative activities. Using drama in language instruction promotes authentic speaking, reduces students' limited exposure to the target language, and encourages the expression of ideas, emotions, feelings, appropriateness, and adaptability.[29]

Drama is not only an art form but also a practical activity and an intellectual discipline. It refers to a composition in verse or prose that portrays life or characters, or tells a story typically involving conflict

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[28] Siska Anisa Kusumawardani and Endah Mardiyani, "The Correlation Between English Grammar Competence and Speaking Fluency," *The Professional Journal of English Education* 1, no. 6 (November 2018): 725–726.

[29] Betharika Sukendro, "Improving Students' Speaking Ability through Drama for Students Grade XII SMA Santo Thomas Yogyakarta," *Journal of English Language and Pedagogy* 1, no. 2 (2018),3.

and emotion through dialogue and action. Drama activities support the development of communicative behavior that can lead to fluency. These activities allow students to use their personalities and creativity in shaping the content of language learning, thus increasing engagement.[30]

In applying drama techniques, it is important that each participant becomes fully involved in their role. This deep immersion allows students to embody the emotions and circumstances of the characters they portray. In role-playing, the interaction among participants is essential; if one student lacks enthusiasm or energy in their role, it can affect the overall flow and effectiveness of the performance. Therefore, strong role engagement enhances the delivery of accurate and natural dialogue. Players convey meaning more convincingly when they speak with emotion, intention, and appropriate tone, making the drama more lifelike. Variations in pitch, intonation, and rhythm are particularly useful in enhancing communication, especially when speaking in English.[31]

In summary, the use of drama techniques in language teaching offers various pedagogical benefits. One of the notable contributions comes from Heathcote, who stated that:

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[30] Sri Rahmadhani Siregar, "Interactive Drama Technique to Improve Students' Speaking Skill," *The Journal of English Education* 5, no. 2 (July 2017): 71.
[31] Natali Tri Astuti, "Pengaruh Penggunaan Teknik Drama terhadap Kemampuan Berbicara Bahasa Inggris," *Jurnal SAP* 1, no. 2 (Desember 2016): 148.

"In drama, the complexity of living is temporarily removed into a protected environment, allowing students not only to learn and explore it, but also to enjoy it."

Heathcote also emphasized that drama allows students to enact different social roles and engages them in various levels, styles, and uses of language. Language, therefore, becomes the central tool and focus in drama-based instruction. In line with the communication-centered view in literature, this study is intended to explore how the use of drama techniques can enhance students' speaking abilities and motivation in the language learning process.[32]

b. **Steps of Drama**

There are four essential steps in teaching drama, namely: working on the drama script, drama rehearsal, drama production, and drama evaluation. Each step plays a crucial role in guiding students through the drama learning process. The following are detailed explanations of each step:

a) Working on drama script

The first step involves activating students' background knowledge related to the play they are going to perform. This phase aims to make student interaction more meaningful by helping them understand the context of the story, the characters, the setting, and the purpose of each interaction. Background

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[32] Utut Kurniati, "Students' Responses to the Use of Drama Technique in Learning Literature," *Journal of English Language and Learning* 2, no. 1 (September 2014): 182.

knowledge is established through class discussions focusing on the characters, their relationships, conflicts, and the storyline. This stage prepares students cognitively and emotionally for their roles.

b) Drama rehearsal

Drama rehearsal is designed to engage students both physically and emotionally. In this step, students are divided into groups or pairs and assigned character roles. The teacher closely monitors the rehearsal process and may interrupt when necessary to correct pronunciation or guide students in delivering lines with the appropriate emotion and clarity. Questions may be asked to deepen students' understanding of the script and to help them interpret and convey the intended meaning effectively.

c) Drama production

In this stage, students perform the drama as a final presentation. The teacher does not interrupt the performance, allowing students to experience a lifelike communication setting. This step provides an opportunity for students to deliver dialogues naturally and utilize facial expressions, gestures, and intonation to convey each character's emotions and intentions. It encourages autonomy, confidence, and communicative competence.

d) Drama evaluation

The final stage involves evaluating the students' performance. A video recording of the performance may be played

back to allow students to observe and reflect on both their own and their peers' performances. This reflective activity enables students to provide constructive feedback, recognize areas for improvement, and learn from their mistakes. It also reinforces self-assessment and critical thinking, which are essential components of the learning process.[33]

C. Research Hypothesis

Drama is effective in teaching the student's speaking skill at the eighth grade of SMP Nurul Qarnain Sukowono, so the statistical hypothesis in this research is formulated, as follow :

1) H0 (Null Hypothesis) : There was no effect of the speaking skills by using drama techniques of SMP Nurul Qarnain Sukowono

2) H1 (Alternative Hypothesis) : There was effect of the speaking skils by using drama techniques of SMP Nurul Qarnain Sukowono

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[33] Marwati, "Improving students' speaking skill through drama at the eighth grade of SMPN 9 Palopo", (Thesis: state islamic Institute of palopo, 2020), 18

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employs a pre-experimental research method with a one-group pre-test and post-test design. According to Sugiyono (2014), a pre-experimental design involves a single group that receives both a pre-test and a post-test to measure changes that occur after the implementation of a specific treatment. This design was selected because the researcher aimed to evaluate the impact of drama techniques on students' speaking skills within one group, allowing for direct observation of changes in speaking performance before and after the intervention.

This pre-experimental design was chosen for its practical suitability to the research context and objectives. The design allows for meaningful measurement of changes in students' speaking performance while being feasible within the constraints of the school environment. Although the absence of a control group limits the ability to definitively attribute observed changes solely to the drama technique intervention, this design remains appropriate for providing initial insights into the effectiveness of drama techniques in enhancing speaking skills in this specific educational context.

The research design can be represented as follows:

O1————————⟶   X————————⟶ O2

Where : O1   : Pre-Test

      X   : Treatment

     O2   : Post-Test

This design is known as the One-Group Pretest-Posttest Design.[34]

a. Pre-Test

The pre-test was administered to assess students' initial speaking abilities before any intervention. Students performed a drama script titled "The Lost Wallet" in groups, though each student was evaluated individually using a structured speaking assessment rubric. The evaluation focused on three key aspects: pronunciation accuracy, fluency in speech delivery, and overall comprehensibility of the message conveyed. This pre-test served as a baseline measurement to compare with post-test results and determine the extent of improvement following the drama technique treatment.

b. Treatment

The treatment consisted of three sessions, each lasting 90 minutes, for a total duration of 270 minutes. Each session was designed to progressively develop students' speaking skills through different drama techniques: In the first session was that Introduction to basic drama techniques, including role-playing and script practice.

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[34] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), 74.

Students focused on pronunciation, intonation, and basic expression using "The Lost Wallet" script in everyday conversational contexts.

In the second Session was that Advanced drama techniques such as improvisation and emotional expression. Students practiced with a different script involving more complex social interactions, emphasizing emotions like anger, disappointment, and surprise to improve speaking skills in emotional contexts.

in the third session was that Comprehensive application of all learned techniques using a more complex script with structured communication themes. Students applied emotional expression and deeper articulation skills, with the final performance serving as preparation for the post-test evaluation.

c. Post-Test

Following the completion of treatment, the post-test was administered using an assessment instrument comparable to the pre-test but with slight modifications to reflect students' progress. The post-test maintained the same structure, format, and evaluation criteria while incorporating a higher level of difficulty through more sophisticated vocabulary and broader conversation topics. This approach ensured that any differences between pre-test and post-test results genuinely indicated improvements in speaking ability rather than variations in assessment format.

B. **Population and sample of study**

a. **Population**

The population of this research consisted of eighth-grade students at SMP Nurul Qarnain Sukowono. There was only one class at this grade level, comprising 21 students. This class was chosen because it was considered representative of the research objectives. The students' interest in learning English was relatively low, and they had never previously received instruction using the experimental model applied in this study.

The students were generally between 13 and 14 years old. Their linguistic background was predominantly Bahasa Indonesia, with minimal exposure to English outside the school environment. Based on preliminary observations and discussions with the English teacher, the students' initial English-speaking proficiency was at a basic level. Most of them struggled with pronunciation, fluency, and confidence in oral English communication. These characteristics made the class suitable for evaluating the effectiveness of drama techniques in enhancing students' speaking skills.

b. **Sample**

The sample should be as large as possible. This opinion assumes that a larger sample will produce more representative results. However, an acceptable sample size will depend on the type of study. In the case of experimental research, the minimum sample size is 15 subjects in

each group. For simple experimental research with strict experimental control, successful research is possible with a small sample size of 10 to 20. The sampling technique used in this research is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2007). The reason for taking a total sample is because according to Sugiyono (2007), if the population is less than 100 people, then the entire population is taken as a research sample, so that the sample in this study is 21 subjects because students in eighth grade students of SMP Nurul Qarnain Sukowono consist of 21 students.

C. **Research instrument and data collection**

In this research, the speaking test served as the primary instrument to assess students' speaking performance both before and after the implementation of drama techniques. The test was designed to evaluate individual speaking abilities through drama performances, focusing on key components such as pronunciation, fluency, grammar, vocabulary, and overall comprehensibility. It was administered twice first as a pre-test to determine the students' initial speaking skills, and then as a post-test to measure their progress after the treatment. Although students performed in groups, each participant was assessed individually using a structured scoring rubric to ensure objective and consistent evaluation. In addition to the rubric-based scores, the researcher also took observational notes during the performances to gain qualitative insights into each student's

development throughout the treatment.[35] The techniques used by researchers to collect data in this research are :

a. Speaking Test

The speaking test is conducted to determine the success of the learning process and evaluate the effectiveness of the treatment. This test consists of two main stages: the pre-test, which is administered before the treatment, and the post-test, which is administered after the treatment. The pre-test is designed to assess the students' speaking abilities prior to any intervention, while the post-test measures any improvements after the treatment has been applied. To collect data, the researcher used the pre-test, treatment, and post-test as key components of the study.

1) Pre-test

In the pre-test stage, the researcher conducted an oral speaking test to evaluate students' initial speaking abilities before the treatment. The test involved performing a short drama script titled *The Lost Wallet*, which was related to the learning material. Students practiced the dialogue in pairs, focusing on pronunciation, fluency, vocabulary, and comprehensibility. Although performed in groups, each student was assessed individually using a structured scoring rubric. This pre-test served as a baseline to identify students' speaking strengths and weaknesses prior to the

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[35] Hamni Fadlilah Nasuation, "Instrumen Penelitian dan Urgensinya dalam Penelitian Kuantitatif," *Jurnal Ilmu Ekonomi dan Keislaman* 4, no. 1 (2016): 64.

application of drama techniques, and it provided a reference point for measuring improvement in the post-test.

2) Treatment

The treatment was carried out over three sessions, each lasting approximately 90 minutes, for a total duration of 270 minutes. Drama techniques were employed in each session to improve students' speaking skills. The treatment progressed systematically to enhance various components of spoken English through interactive activities.

1. In the **first session**, the researcher introduced fundamental drama techniques and the concept of role-playing. Students were divided into groups and provided with a simple drama script. They focused on understanding the content, pronunciation, and intonation before performing the script in front of the class.

2. In the **second session**, the researcher introduced more advanced techniques, such as improvisation and emotional expression through acting. Students practiced a more challenging script that required greater fluency, expressive delivery, and the use of body language.

3. The **third session** focused on refining students' performances. They rehearsed the final version of the drama script, integrating the techniques they had learned in the previous meetings.

During this session, the researcher gave individual feedback on pronunciation, fluency, and expression, and students were encouraged to reflect on their own performance as well as provide constructive feedback to their peers.

Throughout the treatment, the speaking activities were based on daily-life communication themes, such as asking for and giving help, showing sympathy, and apologizing. These themes were aligned with the curriculum standards. Student progress was evaluated using a structured scoring rubric focusing on three key components: fluency, accuracy, and comprehensibility. While students performed in groups, each student was assessed individually. The researcher also took observational notes to supplement the rubric-based evaluation and monitor students' improvement over time.

3) Post-test

After the treatment, the post-test was conducted to evaluate students' speaking skills in terms of pronunciation and fluency. The students were given a new dialogue text, similar to the one used in the pre-test, but with different keywords to assess their improvement. The post-test results were then compared with the pre-test to determine whether the treatment had been effective in improving the students' speaking abilities. Based on the analysis of both tests, the researcher assessed the overall improvement in the

students' speaking skills as a result of the drama-based learning treatment.

b. Observation

Observational methods were employed to assess students' participation and engagement during the drama-based activities. The researcher observed how students interacted with their peers, their confidence while performing, and how effectively they used language in the context of the drama exercises. These observations provided additional qualitative data on students' development in speaking skills.

D. Data analysis technique

According to sugiono in "quantitative research, techniques the analysis of the data used is clear, that is directed to answer formulation of the problem or testing the hypothesis that has been formulated in the proposal. Because the data is quantitative, the data analysis technique uses the method available statistics.

To analyse the data, the research will employ the formula as follows :

1. The writer measured speaking ability using an analytical assessment scale adapted from heaton, which includes three aspects : accuracy, fluency, and comprehensibility.[36] The rubric was modified to use a 1-6 scale to allow more detailed evaluation of students performance

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[36] J. B. Heaton, *Classroom Testing* (London: Longman), 100. Rubric adapted and modified into a 1–6 scoring scale.

Table 3.1
Speaking Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
1	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searchers for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
2	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary
3	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	Although he has to make an effort and search for words, there are not many unnatural pauses Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey massage or to seek clarification.

		expression.	
4	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
5	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
6	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.

2. Scoring the students' correct answer pre-test and post-test.

   Students score = the students' correct x 100[37]

   Total number of items

3. Classifying the score of the student's pre-test and post-test[38]

Table 3.2
Classification of students score

No	Score	Classifications
1	<40	Very Poor
2	45-55	Poor
3	56-70	Fair
4	71-85	Good
5	86-100	Excellent

(source : Journal in Juvrianto CJ)

4. Calculating the students' mean score in both pre-test and post-test using the following formulated[39] :

$$X = \frac{\sum x}{N}$$

Where :

× = Mean score

$\sum ×$ = The sum of all score

N = The total number of sample

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[37] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), 92.

[38] Juvrianto CJ, "Penerapan Teknik Drama dalam Pembelajaran Bahasa Inggris," *Journal of Language Learning*, Vol. 5, No. 1 (2020): 45.

[39] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), 92.

5. To find the students' improvement the formula as follow :

$$p = \frac{X2 - X1}{x1} \, x \, 100^{40}$$

Where :

P = The precentage of students' skill, improve score

X^1 = The mean score of pre-test

X^2 = The mean score of post-test

6. To find out the significant difference between the score of the pre-test

and post-test by using the formula :[41]

$$T = \frac{\overline{D}}{\sqrt{\frac{D \sum 2 \; \frac{(\sum D)2}{N}}{N \, (N-1)}}}$$

Where :

$\overline{D}$: Mean Score

$D\sum^2$: The Sum Of All Students

N   : The total number of sample

T   : Test of significance.

7. The criteria of testing hypothesis.

The following criteria used to test a researcher hypothesis:

1. If t-table <t-test, H1 is accepted and Ho is rejected. It means that

the use of drama tehnique is able to improve student's speaking

skill.

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[40] Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta: RajaGrafindo Persada, 2011), 182.

[41] J. B. Heaton, *Classroom Testing* (London: Longman, 1990), 100.

2. If t-test < t-table value H0 is acceptable and H1 is rejected. It means that use of drama tehnique is not able to improve student's speaking skill.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the findings of the research aimed at investigating the effectiveness of using the drama technique in improving students' speaking skills. The data were obtained from pre-test and post-test assessments and analyzed to identify the students' progress in terms of fluency, accuracy, and comprehensibility. The following sections describe the results of the assessments in detail.

Before the treatment was conducted, the researcher administered a speaking test using a drama script titled *"The Lost Wallet"* to measure the students' initial speaking abilities. The assessment focused on three aspects: fluency, accuracy, and comprehensibility. Each aspect was evaluated using an analytical scoring rubric adapted from Heaton, with scores ranging from 1 (very poor) to 6 (excellent). To ensure fairness, all aspects were weighted equally.

The use of a standardized rubric allowed the researcher to objectively evaluate each student's performance prior to the implementation of the treatment.

a. The Students' Speaking Score in Pre-test

"Each student was scored individually using Heaton's rubric, with a maximum of 6 points per aspect, resulting in a total maximum of 18

points.**"**. This raw score was then converted to a scale of 100 using the following formula:

Student's Score = $\frac{RAW\ SCORE}{18} \times 100$

This formula allowed the researcher to classify the students' speaking performance based on standard score ranges. The classification of students' scores is presented below:

Table 4.1
The Classification of the Students' Speaking Scores in Pre-Test

No	Classification	Score Range	Frequency (F)	Percentage (%)
1	Very Poor	<40	8	38.1%
2	Poor	45-55	10	47.6%
3	Fair	56-70	3	14.3%
4	Good	71-85	0	0%
5	Excellent	86-100	0	0%
	Total		21	100%

Based on Table 4.1, the results of the pre-test showed that out of 21 students, 3 students (14.3%) obtained a Fair score, 10 students (47.6%) were categorized as Poor, and 8 students (38.1%) fell into the Very Poor category. None of the students achieved Excellent or Good levels. These classifications were based on the average scores from the three main aspects pronunciation, fluency, and comprehensibility each scored using Heaton's rubric and converted to a scale of 100. This indicates that the students' speaking abilities before the treatment were generally low.

b. The Students' Speaking Score in Post-test

   After the treatment (three drama-based learning sessions), the
   students were given a post-test using the drama script "Malin
   Kundang, the Unfaithful Son". The same scoring procedure and
   assessment criteria were used. The classification of post-test scores
   is presented below:

Table 4.2
The Classification of the Students' Speaking Scores in Post-Test

No	Classification	Score Range	Frequency (F)	Percentage (%)
1	Very Poor	<40	0	0%
2	Poor	45-55	0	0%
3	Fair	56-70	13	61.9%
4	Good	71-85	8	38.1%
5	Excellent	86-100	0	0%
	Total		21	100%

   As seen in Table 4.2, the post-test results demonstrated an
   improvement in students' speaking abilities. Out of 21 students, 8
   students (38.1%) scored in the Good category, while 13 students
   (61.9%) were in the Fair category. No students were categorized as
   Poor or Very Poor, and none achieved an Excellent score. These
   results show a positive shift in speaking performance after the
   treatment using drama techniques.

c. The Students' Improvement in Speaking Skill

To measure the improvement, the researcher used the following formula:

Improvement $= \frac{X2 - X1}{x1} \, x \, 100$

Where:

- X1 = Mean score of pre-test = 45.1

- X2 = Mean score of post-test = 67.8

Improvement $= \frac{67.8 - 45.1}{45.1} \, x \, 100 = 50.3\%$

Table 4.3
The Improvement of the students speaking

Variable	Pre-test Mean	Post-test Mean	Improvement (%)
Speaking Skill	45.1	67.8	50.3%

Table 4.3 shows the improvement in students' speaking skills after the implementation of drama techniques. The mean score increased from 45.1 in the pre-test to 67.8 in the post-test, resulting in a 50.3% improvement. This substantial increase indicates that the use of drama techniques had a significant positive impact on students' speaking performance, particularly in aspects such as fluency, pronunciation, and comprehensibility.

In the context of English language teaching, an improvement exceeding 50% is generally considered significant, especially within a short treatment duration. This finding aligns with previous studies that have demonstrated the effectiveness of drama techniques in enhancing speaking skills. For instance, a study by Hervina et al. (2023) reported improvements in students' speaking components, including comprehension (85.07%), vocabulary (82.97%), pronunciation (40.68%), grammar (40.18%), and fluency (68%) after the application of drama techniques. Similarly, research by Marfuah and Patmasari (2020) found that the use of drama techniques significantly affected students' speaking accuracy, fluency, and comprehensibility. These findings suggest that the 50.3% improvement observed in this study is consistent with, and supports, the existing body of research on the effectiveness of drama-based approaches in developing students' speaking abilities.

d. The Result of Hypothesis Testing

The t-test formula was used to determine whether the improvement was statistically significant. Based on calculation:

$$T = \frac{\overline{D}}{\sqrt{\dfrac{D \sum 2 \; \underline{(\sum D)2}}{N}}{N(N-1)}}$$

$$T = \frac{22{,}7}{\sqrt{\dfrac{227.529(227.529)}{21}}{21\,(21-1)}}$$

$$= 15.17$$

- **t-value (calculated)** = 15.17
- **t-table value** = 2.086 (df = 20, α = 0.05)

Since the t-count (15.17) is greater than the t-table value (2.086), the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This indicates that there is a statistically significant difference in students' speaking abilities before and after the implementation of drama techniques. In the context of this study, the acceptance of H1 confirms that the students who were taught using drama techniques showed better performance in speaking compared to those who were taught using conventional methods. This result directly supports the research objective, which is to examine whether students taught through drama-based learning demonstrate improvement in key aspects of speaking namely fluency, accuracy, and comprehensibility. The findings show that drama techniques provide contextual, interactive, and meaningful speaking experiences that effectively enhance students' speaking abilities. Therefore, drama techniques can be considered a powerful and appropriate instructional strategy for

improving the speaking skills of eighth-grade students at SMP Nurul Qarnain Sukowono.

e. X Final Result of Students' Speaking Performance

To provide a clearer picture of individual student progress, the following table presents the speaking scores of each student in both the pre-test and post-test, as well as the improvement percentage calculated using the standard formula:

Improvement $= \frac{X2 - X1}{x1} \; x \; 100$

No	Student Code	Pre-test (X1)	Post-test (X2)	Improvement (%)
1	S1	61	83	36.1%
2	S2	61	83	36.1%
3	S3	39	72	84.6%
4	S4	33	61	84.8%
5	S5	33	67	103.0%
6	S6	50	83	66.0%
7	S7	33	56	69.7%
8	S8	33	56	69.7%
9	S9	50	61	22.0%
10	S10	50	72	44.0%
11	S11	33	61	84.8%
12	S12	39	67	71.8%
13	S13	50	67	34.0%
14	S14	61	78	27.9%
15	S15	44	67	52.3%
16	S16	50	56	12.0%

No	Student Code	Pre-test (X1)	Post-test (X2)	Improvement (%)
17	S17	44	67	52.3%
18	S18	50	72	44.0%
19	S19	50	72	44.0%
20	S20	50	67	34.0%
21	S21	33	56	69.7%

Total Score:

- Pre-test: 947

- Post-test: 1,424

Average Score:

- Pre-test Mean: 45.1

- Post-test Mean: 67.8

Average Improvement: 50.3%

These data clearly demonstrate that all students improved after the treatment using drama technique. Some students showed exceptional improvement over 80% while others had more moderate gains. Importantly, no student experienced a decline in score. This supports the effectiveness of drama-based learning in enhancing speaking performance across fluency, accuracy, and comprehensibility.

B. Discussion

The findings of this study reveal that the use of drama techniques had a significant and positive effect on students' speaking skills, particularly in the areas of fluency, pronunciation, and comprehensibility. After participating in drama-based learning sessions, students showed a

notable improvement, with a 50.3% increase in their overall speaking scores from a mean of 45.1 in the pre-test to 67.8 in the post-test. This result indicates that drama techniques can be an effective instructional method for enhancing speaking proficiency in junior high school students.

This improvement is consistent with the principles of **Communicative Language Teaching (CLT)**, which emphasizes the importance of meaningful communication in authentic contexts. According to **Vasseur** and supported by **Swain**, drama-based activities promote interaction and help learners speak more confidently by reducing their fear of making mistakes[42]. Through role-play and performance, students practiced English in meaningful and engaging ways, which helped them overcome anxiety and express themselves more naturally.

The effectiveness of drama techniques is also supported by several recent studies. **Nurzaita** found that drama created a positive classroom atmosphere and reduced speaking anxiety[43]. **Marwati** reported that students taught using drama achieved better fluency and pronunciation than those taught through conventional methods[44]. **Andriani and Suparto** further confirmed that students became more confident and fluent when drama was integrated into English activities[45].

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[42] M. Vasseur, *Drama as a Tool for Communication*, in *Communicative Language Teaching Studies*.

[43] R. Nurzaita, "Improving Speaking Ability Through Drama," *Journal of English Language Education* (2020).

[44] D. Marwati, "The Effectiveness of Drama Technique in Teaching Speaking," *EduLing Journal* (2020).

[45] S. Andriani and P. Suparto, "Drama in ELT Classrooms," *ELT Perspective Journal* (2021).

In addition, **Pratiwi, Ardian, and Purwanti** emphasized the benefits of role-play for developing speaking skills, especially in narrative tasks. Their study showed that drama enhances creativity, motivation, and oral language development[46]. Similarly, **Santoso and Prasetyo** found that scripted role-play not only increased students' self-confidence but also improved their pronunciation, intonation, and emotional expression during speaking tasks[47].

Theoretically, these results align with **Vygotsky's Sociocultural Theory**, which emphasizes that language is best acquired through meaningful social interaction[48]. Since drama is inherently collaborative and communicative, it serves as a scaffold for language development. Additionally, **Krashen's Affective Filter Hypothesis** supports the notion that learners acquire language more effectively in low-anxiety environments a condition drama naturally creates[49].

Although this study did not include a control group, the significant improvement between the pre-test and post-test scores indicates that the treatment was effective. Given students' initially low speaking performance, the notable gains demonstrate that drama-based instruction is both statistically and pedagogically valuable. It allowed students to

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[46] D. Pratiwi, R. Ardian, and A. Purwanti, "Role-Play to Enhance Speaking in Narrative Texts," *Language and Teaching Journal* (2022).

[47] A. Santoso and B. Prasetyo, "The Use of Scripted Role-Play in EFL Classrooms," *Indonesian Journal of English Education* (2024).

[48] L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge: Harvard University Press, 1978).

[49] S. D. Krashen, *Principles and Practice in Second Language Acquisition* (Oxford: Pergamon Press, 1982).

become more engaged, build their confidence, and improve their fluency, pronunciation, and comprehensibility.

In conclusion, this study contributes to the growing body of research supporting the use of drama as an effective method for teaching speaking. The results show that drama techniques can simultaneously enhance various aspects of speaking, and the success of this approach in a rural Islamic junior high school suggests its potential for wider implementation in similar educational settings.
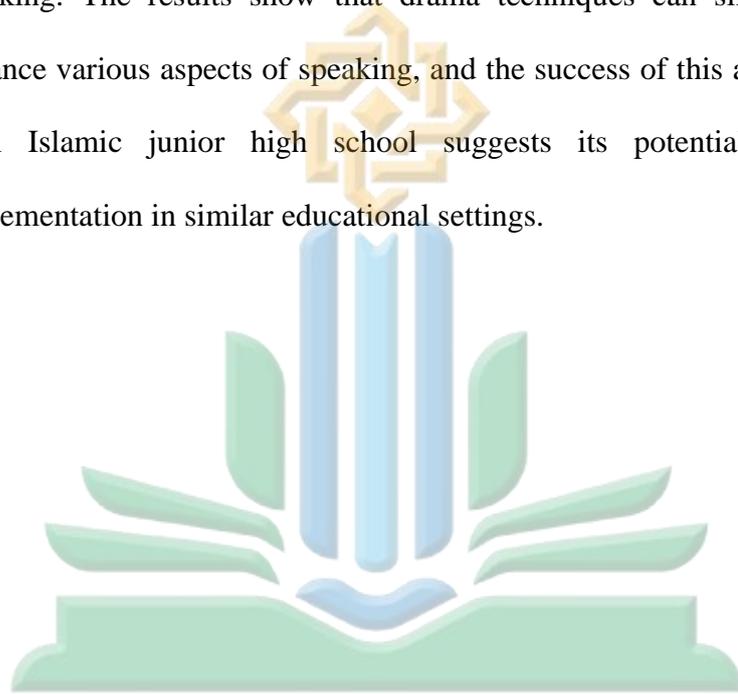
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Drawing from the research outcomes and the analysis of the data, it is evident that utilizing drama techniques significantly enhances the speaking abilities of eighth-grade students at SMP Nurul Qarnain Sukowono. The students' mean speaking score improved considerably, rising from 45.1 in the pre-test to 67.8 in the post-test, which reflects notable advancement following the intervention. Moreover, the statistical analysis showed that the calculated t-value (15.17) surpassed the critical t-value (2.086), resulting in the acceptance of the alternative hypothesis (H1) and the rejection of the null hypothesis (H0) This suggests a meaningful and statistically significant improvement in students' speaking performance after the use of drama in teaching.

This indicates that students who received instruction through drama techniques outperformed those taught with conventional methods in fluency, accuracy, and comprehensibility. In addition, drama-based activities contributed positively to students' confidence, creativity, and fluency when using English in classroom interactions. These findings align with the stated research objective and reinforce the conclusion that drama is a beneficial and motivating strategy for developing speaking competence among junior high school students.

B. Suggestion

In light of the conclusions above, several suggestions are proposed:

1. **For English Teachers:**

   Teachers are encouraged to apply drama techniques as an alternative method in teaching speaking. These techniques foster an enjoyable and dynamic learning atmosphere that supports fluency development, builds students' self-confidence, and encourages active classroom participation.

2. **For Students :**

   Learners should take part actively in drama-related speaking tasks. Participation in such activities helps improve their communicative abilities, enhances vocabulary, and reduces anxiety or fear when speaking English in front of others.

3. **For Future Researchers:**

   As this research adopted a one-group pre-experimental design, future studies are recommended to apply true or quasi-experimental methods that involve both control and experimental groups. This would enable more reliable comparisons and increase the generalizability of the findings.

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APPENDIX

Appendix 1 : Declaration Of Authorship

DECLARATION OF AUTHORSHIP

The undersigned below:

Name	: Siti Normaulida
Place, date of birth	: Jember, 11st November 2000
Address	: Sumber Kejayan-Mayang-Jember
Faculty	: Education and Teacher Training
Program	: English Education

State the thesis entitled "The Effectiveness Of Teaching Speaking By Using Drama Technique For Grade Eighth Students Of SMP Nurul Qarnain Sukowono" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible foe the thesis if there is any objection or claim for other.

Jember, 05th of June 2025
Author

Siti Normaulida
NIM. T20186085

Appendix 2 : Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-11239/In.20/3.a/PP.009/04/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NURUL QARNAIN
Sukowono - Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186085
Nama   : SITI NORMAULIDA
Semester   : Semester empat belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The effectiveness of teaching speaking by using drama technique for grade eighth students of SMP NURUL QARNAIN sukowono" selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Ahmad Sahroni, S. Pd, M. Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 April 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 3 : Research Finishing Letter

YAYASAN PENDIDIKAN ISLAM PONDOK PESANTREN NURUL QARNAIN
SEKOLAH MENENGAH PERTAMA NURUL QARNAIN
Jalan Imam Sukarto No. 60, Desa Baletbaru, Kec. Sukowono, Kab. Jember, Prov. Jawa Timur, Kode Pos: 68194
Telepon: 0852-3687-6522, Email: smp.nurulqarnain22@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor: 002.118/SM.B/SMP.NQ/IV/2025

Yang bertanda tangan di bawah ini:

Nama	: Ahmad Sahroni, S.Pd, M.Ag.
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Nurul Qarnain Sukowono

Dengan ini menerangkan dengan sebenar-benarnya bahwa:

Nama	: SITI NORMAULIDA
NIM	: T20186085
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Universitas	: Universitas Negeri Kyai Haji Achmad Siddiq Jember

Telah melaksanakan penelitian di SMP Nurul Qarnain Sukowono dengan judul:

"The Effectiveness of Teaching Speaking by Using Drama Technique for Grade Eighth Students of SMP Nurul Qarnain Sukowono"

Terhitung mulai tanggal 14 April 2025 sampai dengan 25 April 2025.

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya sebagai syarat penyusunan skripsi.

Sukowono, 25 April 2025
Kepala Sekolah,

Ahmad Sahroni, S.Pd., M.Ag.

Appendix 4 : Instrumen Of Speaking Test

SPEAKING SKILLS TEST (Pre-Test)

INSTRUCTIONS :

1. Objective :

   - To assess your speaking skills before the drama-based learning sessions.
   - To evaluate pronunciation, fluency, and overall speaking ability.

2. Steps :

   - You will work in a group of three students.
   - Your teacher will give you a short drama script. Read it carefully and understand the meaning.
   - Each of you will take on a role: Ami, Doni, or Lisa.
   - Practice reading the script with your group. Focus on your pronunciation, fluency, and expression.
   - After practicing, your group will perform the drama in front of the class.
   - The teacher will assess your pronunciation, fluency, and confidence.

3. **Assessment Criteria:**

   - **Pronunciation:** Clear and correct articulation of words.
   - **Fluency:** Smooth and natural speech without many pauses.
   - **Expression & Confidence:** Proper use of tone, gestures, and emotions while speaking.

DRAMA SCRIPT (Pre-test)

"The Lost Wallet"

Characters:

1. **Ami** – A kind and honest student.

2. **Doni** – A student who finds the wallet.

3. **Lisa** – Their friend, who helps make a decision.

Scene: In front of the school canteen.

(Ami, Doni, and Lisa are walking together when Doni suddenly stops and picks up something from the ground.)

Doni : (Surprised) Hey! Look what I found! A wallet!

Ami : Wow! That's someone's wallet. What are you going to do with it?

Lisa : (Peeks inside the wallet) There's a lot of money in here! We're so lucky, Doni!

Doni : (Excited) I know, right? We can buy a lot of snacks with this money!

Ami : (Frowns) Wait, guys. This isn't ours. We should return it.

Lisa : But what if no one asks for it? We should keep it.

Ami : (Shakes head) What if the owner needs this money for something important? We should take it to the teacher.

Doni : (Sighs) I guess you're right. If I lost my wallet, I would be really sad… Let's go!

Lisa : (Smiling) Yes! Let's do the right thing.

(All three of them walk toward the teacher's office to return the wallet.)

This script teaches about honesty in everyday life with a simple and easy-to-understand story for students.

SPEAKING SKILLS TEST (Post-test)

INSTRUCTIONS :

1. **Objectives:**

   - To evaluate students' **pronunciation and fluency** after drama-based learning.

   - To compare the post-test results with the pre-test to assess students' speaking improvement.

2. **Steps:**

   1. **Grouping Students**

      - Students are divided into **three groups**, each consisting of **7 students**.

      - Each group will perform the **Malin Kundang** story with slight variations.

   2. **Role Distribution for Each Group (7 students per group):**

      - **Narrator**

      - **Malin Kundang**

      - **Malin's Mother**

      - **Malin's Wife**

      - **Ship Captain**

      - **Villager 1**

      - **Villager 2**

   3. **Script Reading Practice**

      - Each group is given **10–15 minutes** to practice.

      - Focus on **intonation, expression, and pronunciation**.

   4. **Drama Performance**

      - Each group will perform the drama in front of the class.

      - The teacher will assess **pronunciation, fluency, and expression**.

DRAMA SCRIPT (Post-test)

"Malin Kundang, the Unfaithful Son"

(Adapted for 7 people per group, with a total of 20 students in 3 groups.)

SCENE 1 : Malin and His Mother

Narrator	: Once upon a time, in a small village, there lived a young man named Malin Kundang with his poor mother.
Malin's Mother	: (Gently) "Malin, I want you to be a good and hardworking son."
Malin Kundang	: (Excitedly) "Yes, Mother! I will go abroad and earn money so we won't be poor anymore!"
Narrator	: With a heavy heart, Malin's mother let her son go to sail in search of fortune.

SCENE 2 : Malin Becomes Rich and Returns to His Village

Narrator	: Years later, Malin Kundang became a wealthy merchant and married a noblewoman.
Ship Captain	: (Shouting) "Malin! We will dock at your hometown!"
Malin's Wife	: (Curious) "Is this really your village? I want to see it!"
Villager 1	: (Excitedly) "Look! That's Malin Kundang! He has become rich!"
Villager 2	: "Yes! His mother must be very happy!"

SCENE 3 : Malin Denies His Mother

Narrator   : His mother ran to Malin with hope and tears of joy.

Malin's Mother   : (Emotionally) "Malin, my son! Finally, you are home!"

Malin Kundang   : (Arrogantly) "Who is this old woman? I don't know her!"

Malin's Wife   : (Disgusted) "Are you joking, Malin? How could your mother dress like that?"

Narrator   : Malin's mother was heartbroken. With a shattered heart, she raised her hands to the sky and prayed.

Malin's Mother   : (Sadly and angrily) "Oh, God, if he is truly my son, punish him!"

SCENE 4 : Malin Kundang Turns into Stone

Narrator   : Suddenly, the sky turned dark. Strong winds blew, and giant waves crashed onto the shore.

Villager 1   : (Panicked) "Look! Malin and his ship are hit by a storm!"

Villager 2   : "Oh no! What's happening?"

Narrator   : Malin Kundang screamed, but it was too late. His body turned into stone as a punishment for **disobeying his mother**.

Malin Kundang   : (Regretful) "Nooo! Mother, forgive me!"

Appendix 5 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Nurul Qarnain Sukowono

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 2

Topik : Improving Speaking Skills through Drama Techniques

Alokasi Waktu : 3 Pertemuan (90 Menit per Pertemuan)

Kompetensi Inti (KI) :

KI 1 : Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku sosial dan budaya dalam kehidupan bermasyarakat.

KI 3 : Memahami pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora terkait fenomena atau kejadian tampak mata.

KI 4 : Mengolah, menalar, menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif.

Kompetensi Dasar (KD) :

KD 3.7 : Mengungkapkan makna dalam percakapan dengan melibatkan aktor, peran, ekspresi, dan intonasi yang sesuai dalam berbagai situasi dengan menggunakan bahasa Inggris yang tepat.

KD 4.7 : Menyusun teks berbicara dalam berbagai situasi sosial menggunakan ungkapan dan struktur yang sesuai dengan konteks.

A. Tujuan Pembelajaran

1. Peserta didik dapat memahami dan menerapkan teknik dasar drama dalam meningkatkan kemampuan berbicara bahasa Inggris.

2. Peserta didik dapat berlatih dan mengembangkan kemampuan berbicara melalui peran drama dengan memperhatikan intonasi, ekspresi, dan improvisasi.

3. Peserta didik dapat berkolaborasi dalam kelompok dan memberikan umpan balik konstruktif terhadap penampilan teman sekelas.

4. Peserta didik dapat meningkatkan kepercayaan diri dan kelancaran berbicara dalam bahasa Inggris melalui teknik drama.

B. Materi Pembelajaran

1. Teknik Drama Dasar : Role-playing, Improvisasi, Ekspresi Emosi, dan Penggunaan Bahasa Tubuh dalam Drama.

2. Keterampilan Berbicara : Pengucapan (pronunciation), intonasi, kelancaran (fluency), ekspresi emosi, dan dialog.

3. Teks Drama : Script drama dengan tema situasi komunikasi yang realistis dan relevan.

C. Metode Pembelajaran

1. Pendekatan : Student-centered, Collaborative Learning.

2. Metode : Drama

3. Media dan Sumber Belajar :
   - Teks drama yang disiapkan oleh guru.
   - Papan tulis white board

D. Kegiatan Pembelajaran

- **Pertemuan Pertama (90 Menit)**

Pendahuluan (15 Menit)

   a) Kegiatan Awal :
      ➢ Menyapa peserta didik dan memeriksa kehadiran.
      ➢ Menyampaikan tujuan pembelajaran dan pentingnya keterampilan berbicara dalam bahasa Inggris.
      ➢ Mengaitkan pembelajaran dengan pengalaman peserta didik tentang drama atau film yang pernah mereka tonton.

➢ Apreasiasi : Menjelaskan teknik dasar drama yang akan digunakan untuk meningkatkan keterampilan berbicara (role-playing).

b) Kegiatan Inti (60 Menit)

    ➢ Penjelasan Materi :

        o Guru menjelaskan teknik dasar drama dan cara memanfaatkan role-playing untuk meningkatkan kemampuan berbicara.

        o Menyajikan dan membahas teks drama yang sederhana (misalnya: percakapan antara dua orang di sebuah restoran atau toko).

    ➢ Praktek Kelompok :

        o Peserta didik dibagi menjadi kelompok kecil (3 orang).

        o Setiap kelompok diberikan satu skrip drama untuk dipelajari dan dipraktekkan.

        o Fokus pada pengucapan kata, intonasi, dan pemahaman terhadap dialog.

    ➢ Pertunjukan :

        o Setiap kelompok tampil di depan kelas membacakan dialog mereka dengan penekanan pada pengucapan dan intonasi yang tepat.

        o Guru memberikan umpan balik tentang kelancaran berbicara dan pengucapan.

c) Penutupan (15 Menit)

    ➢ Refleksi : Diskusi tentang apa yang telah dipelajari dan pengaruh teknik drama terhadap kemampuan berbicara peserta didik.

    ➢ Tugas : Mempersiapkan diri untuk pertemuan berikutnya dengan berlatih teks drama di rumah.

- **Pertemuan Kedua (90 Menit)**
  a) Pendahuluan (15 Menit)
    ➢ Menyambut peserta didik dan mengevaluasi tugas yang telah diberikan.
    ➢ Menyampaikan tujuan pembelajaran hari ini, yang fokus pada teknik improvisasi dan ekspresi emosi dalam drama.
  b) Kegiatan Inti (60 Menit)
    ➢ Penjelasan Materi Lanjutan :
      o Guru menjelaskan tentang improvisasi dalam drama dan bagaimana mengungkapkan emosi melalui tubuh dan suara.
      o Menampilkan contoh improvisasi dan ekspresi emosi dalam drama.
    ➢ Praktek Kelompok :
      o Setiap kelompok menerima teks drama yang lebih kompleks, dengan lebih banyak baris dan peran.
      o Peserta didik berlatih berbicara sambil menambahkan ekspresi emosi dan improvisasi.
    ➢ Pertunjukan :
      o Kelompok memeragakan drama mereka di depan kelas.
      o Guru memberikan umpan balik tentang kelancaran berbicara, ekspresi emosi, dan improvisasi.
  c) Penutupan (15 Menit)
    ➢ Diskusi singkat tentang pentingnya improvisasi dalam komunikasi sehari-hari.
    ➢ Tugas: Peserta didik diminta untuk merefleksikan dan mencatat perasaan mereka setelah berlatih improvisasi.
- **Pertemuan Ketiga (90 Menit)**
  a) Pendahuluan (15 Menit)

➤ Mengingatkan tujuan pembelajaran dan menghubungkan dengan pertemuan sebelumnya.

➤ Menyampaikan bahwa sesi ini fokus pada penyempurnaan penampilan dan umpan balik antar teman.

a) Kegiatan Inti (60 Menit)

➤ Penampilan Final :

Setiap kelompok tampil untuk menunjukkan versi final dari drama mereka dengan memperhatikan semua teknik yang telah dipelajari (pengucapan, intonasi, improvisasi, dan ekspresi emosi).

➤ Observasi dan Umpan Balik :

o Guru memberikan umpan balik individual dan kelompok.

o Peserta didik melakukan self-reflection terhadap kinerja mereka dan memberikan umpan balik positif kepada teman sekelas.

b) Penutupan (15 Menit)

➤ Diskusi reflektif tentang pengalaman peserta didik selama sesi drama dan perkembangan keterampilan berbicara mereka.

➤ Peserta didik dan guru mengucapkan salam perpisahan.

Guru Mata Pelajaran,   Mahasiswa

Iswatul Hasanah, S.Pd   Siti Normaulida
NIP._____   SRN: T20186085

Mengetahui,
Kepala Sekolah SMP Nurul Qarnain
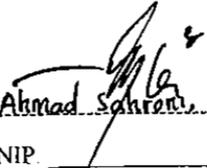
Ahmad Sahroni, S.Pd., M.Ag
NIP._____

Appendix 6 : Students score in pre-test and post-test

Pre-test

No	Students	Accuracy	Fluency	Comprehensibility
1	Adiva Najwa Vinazi Ela Q.A	4	3	4
2	Aisyah Fitriatul Bahri	4	3	4
3	Alfa Zahiroh	3	2	2
4	Anggun Damayanti	2	2	2
5	Aura Febriyanti	2	2	2
6	Diana Thirza Qonita	3	3	3
7	Dianatul Firdaus	2	2	2
8	Dinda Antika	2	2	2
9	Dinia Al-Adawiyah	3	3	3
10	Elisya Alya Syafira	3	3	3
11	Eviatur Rohman	2	2	2
12	Fatmatul Habibah	3	2	2
13	Ida Wulandari	3	3	3
14	Illiyin Kania Ramadhan	3	4	4
15	Maltufatul Husniyah	3	3	2
16	Nadiatus Sholehah	3	2	3
17	Nadirotul Latifah	2	3	3
18	Naili Alfa Riski	3	3	3
19	Nazwa Aulia Rahmah	3	3	3
20	Siti Nadifatul Hasanah	3	3	3
21	Siti Aisah	2	2	2

Guru Mata Pelajaran,   Mahasiswa

Iswatul Hasanah, S.Pd   Siti Normaulida

NIP._____   SRN: T20186085

Post - test

No	Students	Accuracy	Fluency	Comprehensibility
1	Adiva Najwa Vinazi Ela Q.A	5	5	5
2	Aisyah Fitriatul Bahri	5	5	5
3	Alfa Zahiroh	4	4	5
4	Anggun Damayanti	3	3	5
5	Aura Febriyanti	4	3	5
6	Diana Thirza Qonita	5	5	5
7	Dianatul Firdaus	3	3	4
8	Dinda Antika	3	4	3
9	Dinia Al-Adawiyah	4	4	3
10	Elisya Alya Syafira	4	4	5
11	Eviatur Rohman	3	4	4
12	Fatmatul Habibah	4	4	4
13	Ida Wulandari	4	4	4
14	Illiyin Kania Ramadhan	5	5	4
15	Maltufatul Husniyah	4	4	4
16	Nadiatus Sholehah	4	3	3
17	Nadirotul Latifah	4	4	4
18	Naili Alfa Riski	4	4	5
19	Nazwa Aulia Rahmah	4	5	4
20	Siti Nadifatul Hasanah	4	4	4
21	Siti Aisyah	3	4	3

Guru Mata Pelajaran,   Mahasiswa

Iswatul Hasanah, S.Pd   Siti Normaulida
NIP._____   SRN: T20186085

NO	Students	pre-test(X1)	post test(X2)
1	Adiva Najwa Vinazi Ela Q.A	61	83
2	Aisyah Fitriatul Bahri	61	83
3	Alfa Zahiroh	39	72
4	Anggun Damayanti	33	61
5	Aura Febriyanti	33	67
6	Diana Thirza Qonita	50	83
7	Dianatul Firdaus	33	56
8	Dinda Antika	33	56
9	Dinia Al-Adawiyah	50	61
10	Elisya Alya Syafira	50	72
11	Eviatur Rohman	33	61
12	Fatmatul Habibah	39	67
13	Ida Wulandari	50	67
14	Illiyin Kania Ramadhan	61	78
15	Maltufatul Husniyah	44	67
16	Nadiatus Sholehah	50	56
17	Nadirotul Latifah	44	67
18	Naili Alfa Riski	50	72
19	Nazwa Aulia Rahmah	50	72
20	Siti Nadifatul Hasanah	50	67
21	Siti Aisah	33	56
	TOTAL	947	1424
	Average	45,1	67,8

Appendix 7: Students Rubric Scoring

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searchers for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
5	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	Although he has to make an effort and search for words, there are not many unnatural pauses Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey massage or to seek clarification.

		conveying the general meaning. Fair range expression.	
3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
2	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time	Hardly anything of what is said can be understood. Even when the listeners make great effort or

	mastered any of the language approach and areas practiced in the course.	gives up making the effort. Very limited range of expression.	interruption. The speaker is unable to clarity anything they seems to have said.

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Appendix 8 : Observation Checklist

OBSERVATION CHECKLIST

Student Name : Siti Nadifatul Hasanah

Date : April 2025

Researcher : Siti Normaulida.

No	Observation Criteria	Meeting 1 Yes (√)	Meeting 1 No (x)	Meeting 2 Yes (√)	Meeting 2 No (x)	Meeting 3 Yes (√)	Meeting 3 No (x)	Comment/Notes
1	**Participation & engagement**							
	Actively participates in drama activities	√		√		√		Actively involved in group activities across all sessions
	Interacts effectively with peers during role-play	√		√		√		Show collaboration and respect for others roles
	Shows enthusiasm and interest in the activity	√		√		√		Consistently enthusiastic and motivated
2	**Confidence in speaking**							
	Speaks clearly and audibly during performance		×	√		√		Voice clarity improved in the second meeting onward
	Maintains eye contact while speaking		×		×	√		Eye contact showed improvement in the third session.
	Shows minimal hesitation or nervousness		×	√		√		More confident as sessions progressed
	Uses facial expressions and gestures appropriately	√		√		√		Expressive performance noted consistently
3	**Language use & communication**							
	Pronounces words accurately	√		√		√		Good pronunciation, minimal errors
	Speaks fluently with minimal pauses	√		√		√		Smooth delivery, especially in later sessions.
	Uses appropriate vocabulary for the context	√		√		√		Correct word choice for the scenes performed
	Responds appropriately to dialogue cues	√		√		√		Responsive to cues from other characters
4	**Collaboration & adaptability**							
	Listens attentively to peers during the activity	√		√		√		Good listening and turn taking
	Adjusts speech and expression based on the situation	√		√		√		Good adaptation to emotional scenes.
	Accepts and incorporates feedback	√		√		√		Shows improvement based on prior feedback

General Comments :

She showed clear progress over the three sessions, especially in voice clarity and eye contact. She became more confident and expressive in her performances. She participated actively and worked well with her peers. She was receptive to feedback and applied it effectively. With ongoing practice, she is expected to continue improving her speaking and drama skills.

OBSERVATION CHECKLIST

Student Name   : Anggun Damayanti

Date   : April 2025

Researcher   : Siti Normaulida.

No	Observation Criteria	Meeting 1 Yes (√)	Meeting 1 No (x)	Meeting 2 Yes (√)	Meeting 2 No (x)	Meeting 3 Yes (√)	Meeting 3 No (x)	Comment/Notes
1	**Participation & engagement**							
	Actively participates in drama activities	√		√		√		Consistently active
	Interacts effectively with peers during role-play	√		√		√		Good teamwork
	Shows enthusiasm and interest in the activity	√		√		√		Enthusiastic
2	**Confidence in speaking**							
	Speaks clearly and audibly during performance		x	√		√		Improved volume
	Maintains eye contact while speaking		x		x	√		Eye contact improved
	Shows minimal hesitation or nervousness	√		√		√		Confident
	Uses facial expressions and gestures appropriately	√		√		√		Expressive
3	**Language use & communication**							
	Pronounces words accurately		x	√		√		Improved Pronunciation
	Speaks fluently with minimal pauses		x	√		√		Smoother speech
	Uses appropriate vocabulary for the context	√		√		√		appropriate vocabulary
	Responds appropriately to dialogue cues	√		√		√		Responsive
4	**Collaboration & adaptability**							
	Listens attentively to peers during the activity	√		√		√		Focused
	Adjusts speech and expression based on the situation		x	√		√		Improved adjustment
	Accepts and incorporates feedback	√		√		√		Applies feedback well.

General Comments :

She showed good progress in the three drama sessions. She improved in voice clarity, eye contact, Pronunciation, and fluency. She remained confident, expressive, and active throughout. She worked well with peers and responded positively to feedback. Continued Practice will help her improve further.

Appendix 9 : Blueprint Of the test

BLUEPRINT OF THE TEST

Stage	Objective	Method	Procedure	Assessment Criteria	Outcome
Pre-Test	Assess students' initial speaking skills	Oral test using a drama script	**Preparation:** Researcher selects and distributes a drama script. **Implementation:** Students pair up, practice, and perform in front of the class. Researcher observes and records.	- Pronunciation -accuracy - Fluency and - coherence - Clarity of speech - Confidence in communication	Establishes baseline for evaluation in the post-test
Treatment (3 Meetings)	Enhance speaking skills using drama techniques	Drama-based learning approach	**First Meeting:** Introduction to drama techniques, script reading, and practice. **Second Meeting:**	Continuous observation and feedback on pronunciation, fluency, intonation, and expression	Gradual improvement in speaking skills

Stage	Objective	Method	Procedure	Assessment Criteria	Outcome
			Improvisation and emotional expression exercises. **Third Meeting:** Final performance and feedback session.		
Post-Test	Measure improvement after treatment	Oral test using a new drama script	**Preparation**: Researcher provides a new script. **Implementation:** Students perform the dialogue individually or in pairs. **Assessment & Comparison**: Compare with pre-test data to	- Pronunciation - accuracy - Fluency and - coherence - Clarity of speech - Confidence in communication	Determines the effectiveness of drama-based learning

Stage	Objective	Method	Procedure	Assessment Criteria	Outcome
			analyze improvements.		

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Appendix 10 : Jurnal Kegiatan Penelitian

JURNAL KEGIATAN PENELITIAN

No	Time	Activity	Informant	Signature
1	April 14th 2025	Menyerahkan surat permohonan penelitian ke SMP Nurul Qarnain Sukowono	Ahmad Sahroni, S.Pd., M.Ag.	
2	April 14th 2025	Menemui guru Bahasa Inggris SMP Nurul Qarnain Sukowono untuk konsultasi waktu penelitian	Iswatul Hasanah, S.Pd.	
3	April 15th 2025	Melaksanakan pre-test dengan membagikan teks kepada siswa serta melakukan penilaian awal terhadap kemampuan berbicara siswa sebelum diberikan perlakuan (treatment)	Iswatul Hasanah, S.Pd.	
4	April 17th 2025	Memberikan penjelasan mengenai treatment yang akan diterapkan berdasarkan hasil pre-test yang telah dilakukan	Iswatul Hasanah, S.Pd.	
5	April 22nd 2025	Melanjutkan penjelasan materi tentang drama serta memperkenalkan dan membahas teks drama yang akan digunakan dalam pembelajaran berikutnya	Iswatul Hasanah, S.Pd.	
6	April 24th 2025	Melaksanakan post-test dengan memberikan teks kepada siswa dan melakukan penilaian terhadap kemampuan berbicara siswa setelah diberikan perlakuan (treatment)	Iswatul Hasanah, S.Pd.	
7	April 25th 2025	Mengurus Surat Ijin selesai Penelitian di SMP Nurul Qarnain Sukowono	M. Latif, S.Ag. S.H	

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Appendix 11 : Documentation

Figure A1. Pre-Test Activity on Students' Speaking Skill

Source : Personal Documentation

Figure A2. Teaching Speaking through Drama Technique

Source : Personal Documentation

Figure A3. Post-Test Activity after Treatment

Source : Personal Documentation

Figure A4. Process of Obtaining Post-Research Approval Letter

Source : Personal Documentation

Appendix 12 : Curiculum Vitae

1. Personal Information

   a. Name   : Siti Normaulida

   b. SRN   : T20186085

   c. Place, date of birth : Jember, 11st November 2000

   d. Gender   : Female

   e. Address   : Sumber Kejayan-Mayang-Jember

   f. Faculty   : Education and Teacher Training

   g. Major   : English Education Program

   h. Email   : maulieydha70@gmail.com

2. Education Background

   a. Elementary School : MI NURUR ROHMAN

   b. Junior High School : MTS NURUR ROHMAN

   c. Senior High School : MA NURUR ROHMAN