



THE EFFECTIVENESS OF ACTING PLAY SCRIPT TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT TENTH YEAR OF SMAN I LAMBUYA

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Abstract

This study investigated The Effectiveness Of Acting Play Script Technique towards Students' Speaking Ability At Tenth Year Of SMAN I Lambuya. The research question of this study addressed "Does the Acting Play Script Technique have significant effect towards students' speaking ability?". The objective of this study was to find out whether there is or not a significant effect of Acting Play Script (APS) technique towards student speaking at tenth year of SMAN I Lambuya. The hypothesis of this study was: H_1 = If there is a significant effect of Acting Play Script technique towards students' speaking ability at tenth year of SMAN I Lambuya, H_0 = If there is not a significant effect of Acting Play Script technique towards students' speaking ability at tenth year of SMAN I Lambuya. This study is an experimental design by using one class that was given pre and post- tests. The design of this study was quasi experiment, meaning that there was only a group to be the subject in this study. The population of this study was all of the grade X students at SMAN Negeri 1 Lambuya who were registered in academic year 2018/2019 which consist of 5 classes. The sample of this study is 26 students. This sample was taken by using purposive sampling. The instrument of this study is a Speaking test, For making data in this research valid and more rejuvenate researcher was giving students' first test before treatment in speaking and the last test after given treatment with Acting Play Script. The data of this study was analyzed by using descriptive statistics and inferential statistics. The finding shows that there is a significant effect of Acting Play Script technique towards students' speaking ability at tenth year of SMAN I Lambuya. It can be seen that t_{count} 11.56 > t_{table} 2,050 at the significant level 0,05 and df 25. Therefore hypothesis of this study was accepted. It means that teaching of Acting Play Script technique was effective to improve students' speaking ability at tenth year of SMAN I Lambuya.

Keywords: Acting, Play, Script.

Abstrak

Penelitian ini menyelidiki Keefektifan Teknik Bertindak Naskah Bermain terhadap Kemampuan Berbicara Siswa pada Tahun Ajaran SMA I Lambuya. "Apakah ada pengaruh yang signifikan terhadap kemampuan berbicara siswa"? "terhadap berbicara siswa setidaknya tahun SMAN I Lambuya: H_1 = Jika ada efek yang signifikan dari teknik Acting Play Script untuk kemampuan berbicara siswa setidaknya tahun SMA I Lambuya, H_0 = Jika tidak ada efek yang signifikan dari Bertindak Mainkan Tulisan Suci untuk kemampuan siswa berbicara setidaknya satu tahun dari

SMAN I Lambuya. Penelitian ini adalah desain eksperimental yang menggunakan tes pre dan post. Desain ini adalah eksperimen semu, yang berarti bahwa hanya ada kelompok dalam subjek, penelitian ini adalah semua siswa kelas X di SMAN 1 Lambuya yang terdaftar pada tahun akademik 2018/2019 yang terdiri dari 5 kelas. Sampel penelitian ini adalah 26 siswa. Sampel ini diambil dengan menggunakan purposive sampling. Dalam penelitian ini valid dan peneliti yang lebih meremajakan memberikan tes pertama siswa sebelum perawatan dalam berbicara. Data dari penelitian ini dianalisis dengan menggunakan statistik deskriptif dan statistik inferensial. Temuan ini menunjukkan bahwa ada efek yang signifikan dari Acting PI. Yaitu teknik menuju kemampuan berbicara siswa sekitar satu tahun dari SMA I Lambuya. Dapat dilihat bahwa hitung $11,56 > t$ tabel $2,050$ pada tingkat signifikan $0,05$ dan $df = 25$. Oleh karena itu hipotesis penelitian ini diterima. Ini berarti pengajaran yang efektif untuk meningkatkan kemampuan berbicara siswa di tahun SMA I Lambuya.

Kata Kunci: akting, mainkan, naskah.

I. INTRODUCTION

Actually all of English skills and English elements are important, but speaking skill is the most important skill that should be mastered by English learner. Speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogue; therefore speaking involves interaction. Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.

As found in SMA Negeri I Lambuya especially at grade tenth students, writer did an observation and it was found the problem faced by SMA Negeri 1 Lambuya the students according to the process of teaching and learning was speaking skill. Among the English teaching learning, those are reading, speaking, writing, and listening; students' speaking skill is the lowest. From the explanation of the problem above, the researcher chose the Experimental Research to improve or solve the students speaking problem in the tenth year of SMA Negeri Lambuya. The writer observed that the problem existing in SMA Negeri I Lambuya was indicated by the following indicators: indicators related to the competence and indicators related to the situation of the class. Indicators related to the competence was the students neither achieve fluency nor accuracy in speaking English. Meanwhile, the

indicators related to the situation of the class were: (1) the students show low participation in speaking class; (2) the class observed is a teacher centered speaking class. It was the teacher who does most of the speaking. Teacher used course book without providing any communicative activities to prompt the students' speaking; (3) there was no interaction built except daily formal conversation when the teacher greeted the students; (4) the activities of learning speaking focused on the activities which were not promoting the speaking performance; and (5) the atmosphere in class were not cheerful and fun.

Those problems arose because there were some causes which make speaking still need more attentions. They were: (1) the teacher rarely conducted real speaking activities in speaking class. Teacher often gives the students task to write what they have just learnt.; (2) Students had no rehearsal time to practice or to express their own English, and there was no special allocation time to evaluate students' speaking skill at the end of semester; and (3) The teachers were not aware that variation techniques used in the process of teaching and learning is very important for students.

Based on the background and problem above, the research question formulated in this

study was: "Does the Acting Play Script Technique have significant effect towards students' speaking ability?

The objective of this study was to find out whether there is or not a significant effect of Acting Play Script (APS) technique towards student speaking at tenth grade of SMA I Lambuya.

This study was concentrated on students' speaking at tenth year of SMAN I lambuya and focussed on their fluency in speaking.

II. THEORITICAL REVIEW

2.1 The Nature of Speaking

Speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogue; therefore speaking involves interaction (Thornburry, 2005: 8). Spoken English has different characteristics with the written form. Harmer (1998: 49) states several characteristics of English as spoken , as follows: first, people speak in incomplete sentence. Second, speakers must repeat what each other says. Third, speakers tend to apply contractions. Another characteristic in spoken language is paralinguistic feature (Harmer, 1998: 49). Paralinguistic feature refers to non-linguistic ways in which speech can be affected. These

include the tone, expression, and body language.

2.1 The Nature of Acting Play Scripts Technique

The Meaning of Acting Play Scripts

According to Scrivener (1994: 69), Acting Play Script (APS) is short written sketches or scenes which are acted out by the students in front of the class. It is an excellent way to get students to use the language. It essentially involves using the imagination to make oneself into another character, or the classroom into a different place. It can be a starting point for exciting listening and speaking work and it can be utilized as a tool to provide practice in specific grammatical, lexical, functional or phonological areas.

Related to the theory above, APS can improve the learners' speaking skill in any situation, and help the learners to interact. As for the shy learners, APS help by providing a mask, where learners with the difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Therefore, based on the above description, the writer believes that APS can give an appropriate contribution to solve the students' English speaking problem.

APS is chosen as one of the tasks in the teaching activities to create the situation for learners to actively interact in the language, thereby making the learning language more meaningful. At the same time, the learners are introduced to the different styles-listening, remembering, discussing, writing, and presenting. The students are hoped to be able to improve and enhance their own ability in mastering of speaking competence in their daily life communicatively and actively.

The following is the main reason stated by Scrivener (1994: 69) that bringing the outside world into the classroom in this way we can provide a lot of useful practice (in cafes, shops, banks, streets, zoos, parties, etc.) that would otherwise impossible. There can also be a freeing from the constraints of culture and expected behavior; this can be personally and linguistically very liberating.

According to Scrivener (2004: 70), APS technique provides the possibility of practicing a lot of vocabularies in a useful and interesting way. There is also scope for use of functional language like: apologizing, refusing, offering help, asking for opinion, agreeing/ disagreeing, denying, praising, congratulating, etc.

That is why; he gives some guidelines to run this technique. The steps are as follows:

1. Make sure that the students understand the idea of APS. The teachers should explain to the students that they know what is going to happen, what should they do and whether they are comfortable to do that or not.
2. Make sure that the situation is clear.
3. Allow the students to write the scripts in the right structure, let them open the dictionary to find the proper words, and also give time to memorize the scripts.
4. Give them time to prepare their ideas before the speaking starts,
5. And at last, when the activity of speaking starts, encourage the students to improve rather than rely on prepared scripts. This condition will make them more relax and could create a natural situation in class.

III. RESEARCH METHOD

3.1 Design of Study

This study used an experimental design by using one class that was given pre and post- tests. It was aimed to find out whether Acting Play Script increasing students' speaking as long as they learn speaking. The design of this study was quasi experiment, meaning that there was only a group to be the subject in this study. The group was given pre and

post- tests. It was aimed to find out whether there was or not any significant effect of Acting Play Script towards students' speaking at tenth grade X students of SMA Negeri 1 Lambuya. So, in this study used one class only. Pre test was given to know students' prior knowledge before giving treatment through Acting Play Script and post test was given to know the effect of Acting Play Script towards students' Speaking. The formula of the design was as follows:

$O_1 \times O_2$

(Sugiono, 2008 : 111)

Where:

O_1 = pre test value (before giving treatment)

X = Treatment by using Acting Play Script

O_2 = post test value (after giving treatment)

3.2 Population and Sample

3.2.1 Population

The population is the total number of people living somewhere. The population of this study was all of the grade X students at SMA Negeri 1 Lambuya who were registered in academic year 2018/2019 which consist of 5 classes. There were X A, X B, X C, X D and

X E. The total of population of this study was 152 students.

3.2.2 Sample

The technique of taking sample of this study used purposive sampling technique. It means that in taking the sample, the writer took the sample based on the need of the writer. The researcher used one class namely X E that consisted of 26 students.

3.2.3 Instrument

The instruments that used in this study were:

1. Speaking test (*See appendix 1*). The researcher gave a topic to the students. In this activity the students were grouping. All groups were given a topic to prepare. They had to make a script for the topic and act it in front of the class. Their action was responding by the other groups.
2. For making data in this research valid and more rejuvenate researcher was giving students' first test before treatment in speaking and the last test after given treatment with Acting Play Script, researcher used video recorder (handphone).

3.2.4 Technique of Data Collection

1. The data was taken by using testing technique under the following procedures. In this case, before applying the action, the researcher gave a pre-test to his students. In the

end of the action, the researcher gave post-test in order to know the speaking performance. The students were asked work in pairs, made a dialogue using their own words. The pre-test was used to know the students' speaking performance before treatment was conducted. Second, the students were given post-test. The post test was given in order to know the students' speaking performance after they were given treatment.

IV. RESEARCH RESULTS

4.1 Presentation of Findings

4.1.1 The description of students' Speaking Achievement on Pre- and Post-Tests

In this chapter, the writer would like to present research finding as the answer for initial problem which has been stated in the first chapter. This section described the students' speaking achievement on one component of speaking, namely fluency on pre and post-tests. The description was given in order to show students' speaking scores distribution on that component.

1. Time allotment : The time allotment in each meeting was 90 minutes. The researcher had to use the time efficiently so that the students' speaking achievement could be

attained. There were four meetings out of the pre-test and post-test.

2. Teaching Material : The researcher used APS to improve students' speaking ability by applying expressions: happiness and showing sympathy. The concept of APS was to teach the students to speak English in meaningful activities in order to produce a speaking which looks like a real conversation.

4.1.2 Acting

The researcher carried out the actions in four meetings. The speaking topic was expression happiness, and the theme was Celebration Day.

a. Meeting 1

1. Pre-activity. In the first meeting the teacher started the activity by greeting the students and asked them to have an ice breaker together about "Tebak Gaya". The students exercised energetically. This exercise was lead by one of the student in this class. And then the lesson was continued by talking about Celebration Day. The teacher asked about students' experience in spending their leisure time. The students answered the teacher's questions enthusiastically
2. Main activity. The researcher introduced APS technique in teaching speaking, what was meant by APS, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking using APS. They seemed to associate the word "acting" with something fun and easy. The researcher also accomplished the students by explaining about the tenses especially future tense which might be useful to express their ideas. After the explanation, the students wrote the examples of sentences on the board. The researcher observed the students' sentences. Some of the students made mistakes and the others corrected them.
3. Post-Activity. In this activity, the teacher did an evaluation by giving some comments on students' sentences. She motivated the students to be more accurate in writing sentences. Finally she said goodbye to the students before leaving the class.

b. Meeting 2

1. Pre-activity. The researcher reminded the topic for the day and started with "Words Game Fire-Air-Sea" as the warming-up activities. All the students cou-

I'd enjoy the exercise because they could play it easily. The students thought the exercise was so enjoyable but the researcher believed this activity was good to raise the students' interest and motivation in conducting their assignment.

2. Main-activity. Firstly the researcher explained the expression about Happiness and Showing sympathy, how to express it, why did we use it, and at what condition. The writer gave many examples of dialogues about it and the students had to practice those expressions in pairs from the examples given. The writer also asked the students to find vocabularies including adverb of place and time connected with the topic given: Celebration Day. Every student mentioned their ideas while the teacher wrote them on the board. After that, the researcher gave examples how to pronounce those words and the students repeated after the teacher. They also tried to understand the meaning of those words by looking p their dictionary to ease them in composing the scripts.
3. post-activity. In this activity, the researcher did an evaluation by giving some comments on students' performance.

She motivated the students to be more confident, brave, and give more attention about the intonation. Finally he said goodbye to the students before leaving the class.

c. Meeting 3

1. Pre-activity. The researcher started the lesson by greeting the students and checking the students' attendance. he told the students that in this meeting, they were going to compose the scripts about Celebration Day.

Main-activity. The researcher started the lesson by asking the students to work in group. Then topic was given by the teacher about expression happiness and showing sympathetic and the theme was celebration day. The students could use future tense to arrange their sentences.

2. Then, they started to discuss their job with their group, while the researcher was observing the students' work, group by group. The students were so excited in doing their activities and it made the class was so disorganized and noisy. They discussed their task together because they wanted to finish their scripts soon.
3. post-activity. At the end of the meeting, the researcher reminded the students that the

next day they had to present their play in front of the class. They should prepare their performance well. They also had to bring their media related to the topic to make the play look more alive and interesting. Finally, the researcher greeted the students and left the class.

d. Meeting 4

1. Pre-activity. The researcher started the lesson by greeting the students and checking the students attendance. All of the students were present. Then, the researcher asked the students whether they were ready to present their play or not. It seemed that the students had prepared themselves for the topic that day. The writer and the students had a small chit chat in English about everyday life. And even though several mistakes were still found while the students responded, the writer impressed with their high-motivated nature to speak English now. After that, he gave the first five minutes for the students to prepare their media and the 'stage' to present the play.

2. Main activity. It was time to show. The first group performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from group one ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by group two. Postactivity. At the end, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components. The researcher gave motivation to the students to be more confident and active to participate in the activity. 3. Reflection the researcher cast a role as the teacher to present APS in teaching speaking. During implementing the technique, the researcher and the collaborative teacher observed the situation, facts, the students' progress and their respond toward the technique.

Hypothesis Testing

This section presents the results of hypothesis testing by using t-test formula.

Results of Inferential Statistic Analysis (t-Test) of Students' Speaking Achievement

Aspect of Speaking	Means of Difference (Md)	Sum of Squared Deviation (x ² d)	Df	T	t-table (one-tailed)
Fluency	1.04	5.41	25	11.56	2.060

Notes: * = significant at . 05 level (one-tailed t-test)

Df = degree of freedom

Table 4.4 displayed that on Fluency aspect the mean of difference score at was 1.04 and sum of squared deviation was 5.41. With the degree of freedom 25, the score of t equals with 11.56 (bigger than the score of t_{0.05} at one-tailed test t-test). Thus, the first hypothesis is accepted meaning that "there is a significant effect of Acting Play Script technique towards students' speaking ability on fluency aspect.

Discussion

It has been found there there was a significant effect of Acting Play Script technique towards students' speaking ability. Concerning the one speaking component that was measured, it was also found that the students' speaking achievement on fluency on post- test was better than that pre-test.

The students' score which achieved by students before and after treatment is conducted support the improvement of this study. In which the number of students who achieved good level of Penny Ur criteria of speaking did increase. It is before the action is conduc-

ted the students' number students who achieve the target 4 (good) for Fluency are about 11.54 % or 3 students from the total of students. And it increases become 38.46 % or 10 students from the total of students. This result indicates there is an improvement about 26.92% or adds about 7 students.

Those increasing of students' achievement can be said as the result of applying Acting Play Script technique. APS was chosen as one of the tasks in the teaching activities to create the situation for learners to actively interact in the language, there by making the learning language more meaningful. At the same time, the learners were introduced to the different styles-listening, remembering, discussing, writing, and presenting. The students are hoped to be able to improve and enhance their own ability in mastering of speaking competence in their daily life communicatively and actively.

The following is the main reason stated by Scrivener (1994: 69) that bringing the outside world into the classroom in this way we

can provide a lot of useful practice (in cafes, shops, banks, streets, zoos, parties, etc.) that would otherwise impossible. There can also be a freeing from the constraints of culture and expected behavior; this can be personally and linguistically very liberating.

Curiously, it is sometimes the shyest students who are most able to seize the potential. Next, some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, APS is very useful dress rehearsal for real life. It enables them not only to acquire set phrases, but also to learn how interaction might take place in variety of situations.

Furthermore, APS helps shy students by providing them with a mask. Some more shy members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience. These students are deliberated by APS as they no longer feel that their own personality is involved.

The most important reason for using APS is that it is fun and motivating. Quieter students get the chance to express themselves in a more open. The world of the classroom is broadened to include the outside world – thus offering a much wider range of language opportunities. Lastly, the real situations can be created and the students can take the benefits from the practice.

In general, the students will be successful in their learning if they are involved to participate into the teaching learning process in classroom. It means that there will not be a positive result if they are not involved in the teaching learning actively and interactively. The more students participate in teaching learning process, the better and the sooner they achieve what they are learning. Moreover, the students' learning relate to their English speaking skill is very important.

The success of learning cannot be separated from the role of the teaching which is done by the teacher. It means that the teacher has a very important role to create the atmosphere of the class in order that the students are able to be interested and take part in teaching learning process interactively and effectively.

It is suggested by Lewis (in Suharno, 2007: 28) that how classroom learning can be more effectively managed to produce the desired outcomes of language learning, that is, for learners taught to use the new language for a variety of communicative purpose and context, so that, the objective of teaching learning process can be reached optimally and successfully.

One of the students' successes in speaking English learning depends on the teacher's role in managing the class and using the teaching technique in the classroom. Therefore, the teacher has to be able to decide to take the appropriate teaching technique to facilitate the students' learning English. In this case, one of the most appropriate teaching techniques that can be applied by the teacher to overcome the students' problem dealing with English speaking competence is APS.

According to some experts, APS has some meanings, however the writer made conclusion that it is one of teaching technique which is used to develop fluency in students' language, promote interaction among the students in the classroom, and increase motivation to the students' learning.

From the four of language skill, speaking is regard the most important skill. Spea-

king skill becomes the indicator of someone knowledge in a language. Someone who knows the language is the speaker of that language. Therefore, the teaching and learning English in the classroom has an aim for developing students' ability in speaking. APS gives natural context for using target language in the classroom. There are a lot of chances for the students to interact in English in acting the plays. Besides, it encourages students' active learning. It is also motivate and familiar to the students for the choice of the material can be adopt to students' interests as well as the real world need. Based on those explanations, it can be said that the improvement of students' speaking performance is as the result of application Acting Play Script technique.

V. CONCLUSIONS

Based on the finding that is found, it can be said that the implementation of Acting Play Script technique in teaching speaking can improve students' speaking performance. Those improvements supported by the comparison of number of students who got score good level before and after the treatment is conducted. Before the treatment is conducted, the students who categorized good level are 3 students (11.54 %) on fluency aspect. After students were treated by Acting Play Script

technique, the students' number who categorized in good level increase become 10 students (38.46%) on fluency aspect. Those comparisons of students' numbers who categorized in good level before and after the action is conducted, it indicates the improvement of students' speaking performance.

In line with the findings above, the writer concludes that there is a significant effect of Acting Play Script technique towards students' speaking ability on fluency aspect.

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