

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Language has important role in life. Through language, human can communicate with others to share ideas and thought. Because human is sound creature who can't live alone, they need to interact with other. Therefore, language is also considered as social interaction tools.

Language as a social interaction tool which connects between individual and society, is needed by human in order to be able to make the development some fields, for examples: in educational, science, technology, economics, politics, social, culture, and etc. When the fields developed, the country life will develop more. But, it is not as easier in our dream because of different language in every country. It makes the communication doesn't run well. We need a global language as a communication tools for all countries. English is chosen an international language. It's because English is easier to understand than the other languages.

English is a popular language in the world. Some people can speak English because English is an international language, so many people study English. That why English becomes a subject in the schools in many countries, include Indonesia. English as an international language is important to learn and to use. By mastering English well, it can help someone communicate with other people in the world.

English in Indonesia is the first foreign language that is compulsory taught since elementary schools to university. Generally, teaching English aims the students master four language skills. They are listening, speaking, reading, and writing. Listening skill is the ability to follow, process, and understand spoken language. As

listening skill, reading skill is tied to listening skill in a basic and intuitive way. It is the ability to understand to construct meaning from connected text. Then writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics. Meanwhile, speaking skill is the ability to convey information or express one’s thoughts and feelings in spoken language. (Hamp-Lyons, 1983:109). As everybody knows, speaking is supposed to be the most difficult skill of the four skills in English as a foreign language. Every student must improve their skill of speaking because every activities of teaching learning process needs good communication between the teacher and the students, and among the students. To realize the speaking skill improvement, teachers need a certain technique which must be done in the teaching process in the class. Students will study optimally when they are given opportunity to be active in using the target language to communicate in every teaching learning activity ( Vale and Clark:29 ).

The fact shows that speaking is primary and difficult for some reasons. Speaking as one of the productive skills requires not only the pronunciation skill but also more than that. It needs skills to choose appropriate words, and arrange them to be understood by others; it needs variety language skills; it needs also rhythm, stress, and intonation (Puspawati and Fitria, 2007: 226). In short, it requires so many things that must be prepared in term of using and practicing the language.

One of purposes of learning English based on the curriculum in senior high school, the students should be able to express meaning and rhetorical step in simple short essay by using written language accurately, fluently, and acceptably in daily life context in narrative, spoof, and hortatory exposition (Depdiknas,2004). Especially for the eleventh grade, especially “Model Islamic School” of MAN 2 KUDUS, the students

of this level are expected to be able to write a simple paragraph in form of narrative, spoof, and hortatory exposition. They also must be able to communicate by using English orally. To do so they must have good listening ability to understand English well

But in fact, based on writers' experience, the writers still found some students have difficulties to comprehend other's utterances in conversation to that it is difficult for them to speak and write English.

Based on the case, the writers assume that the eleventh grade students of MAN 2 KUDUS in the academic year 2011-2012 need a technique to develop their English achievement. In our opinion, the technique which is suitable to solve the problems is drama.

Drama is an important tool for preparing students to live and work in real world that is increasingly *team-oriented* rather than hierarchical. Drama helps the students develop their motivation in improving their listening ability. Drama as a technique of teaching English, it is another way to improve student's skills especially in listening skills. Because of drama, a player should pay attention, listen closely and carefully to what another players said. To find out the intent and purpose of what players said, the player must listen carefully such as; intonation, spelling words, or words stressing. The relationship between drama and listening are close because of drama; students can develop their potential and build their self-confidence in front of the audience. Students who will perform a drama performance are required to know and understand what the opponent said. Students can motivate themselves to further enhance the listening ability to be better.

Therefore, drama can be used as a technique for students to be active in listening, and to be active in teaching learning process, and also be able to know the purpose and meaning of English conversations. Students act the script on the stage by trying to apply the drama show techniques, including; how to appropriate body movement, facial expression, costume, characterization, but also how to find out stressing words and sentence stressing sentences correctly in order to get the good speaking and listening that is easy to be comprehended.

Seemingly the drama show also helps the students develop their motivation in improving their English achievement. They sometimes composed their own drama script, or paraphrased some outstanding drama scripts. After that they acted the script on the stage by trying to apply the drama show techniques, including not only how to have the appropriate body movement, facial expression, costume, characterization, but also how to use correct word stress and sentence stress in order that they have good speaking that is easy to be comprehended.

Seeing that phenomenon, the writers guess it is necessary to conduct a research on what impacts come after the drama show. This research tries to answer a substantial question, “Is there any significant difference of the English achievement (listening ability, speaking ability, and writing ability) of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011/2012?” Hopefully, by doing this research, there could be an enjoying model of teaching English through drama that has also mutual impact for improving English achievement.

## **B. Research Questions**

From the background of the problem described above, I would like to put forward the following research questions:

Based on the background above, this research addresses a single grand question: “Is there any significant difference of the English achievement (listening ability, speaking ability, and writing ability) of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011/2012?”

That single grand question is then broken down into two sub-questions that should be explored as follows:

- (i) How is the English achievement (listening ability, speaking ability, and writing ability) of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012?
- (ii) How is the English achievement (listening ability, speaking ability, and writing ability) the eleventh grade students of MAN 2 Kudus after being taught through drama in academic year 2011/2012?

### C. Objective of the Research

The main objective of this research would therefore be to compare the English achievement (listening ability, speaking ability, and writing ability) of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011/2012.

For the students involving in this research, the objectives of their research would be to find out:

- (i) to find out the listening ability of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011/2012.
- (ii) to find out the speaking ability of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011/2012.
- (iii) to find out the writing ability the eleventh grade students of MAN 2 Kudus before

and after being taught through drama in academic year 2011/2012.

#### **D. Significance of the Research**

This research hopefully performs theoretically and empirically significant results. They are:

- (1) theoretically, the enrichment and the expansion on teaching drama and the impacts of modifying it to improve the English achievement of the students might be performed.
- (2) empirically, the great expectation of being beneficial for those involved in the teaching of drama and utilizing it as a model of teaching and learning English could be resulted in.

#### **E. Scope and Limitation of the Research**

This research is limited to compare the English achievement of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2010/2011.

This research also involves three students of English Education Department who are in the process of writing "skripsi". They furthermore narrow the grand problem in this research into smaller problems; the ability of listening, speaking and writing in the teaching and learning English through drama. Based on the syllabus of eleventh grade, there are many texts which are learned by the students. In this research, the writers focus on narrative text because the students still get difficulties in understanding narrative text although they had learned in previous semester.

## **F. Operational Definition**

It seems necessary to define some key terms in this study to avoid misinterpretation. They are as follows:

(i) Drama

Drama is a technique to make students able to appreciate how events from real life action are taken into the world of producing literary works.

(ii) The Eleventh Grade Students of MAN 2 KUDUS

The eleventh grade students of MAN 2 KUDUS are students who study in MAN 2 KUDUS in academic year 2011-2012.

(iii) English achievement is the result of teaching and learning listening, speaking and writing English process measured through an evaluation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

To provide both theoretical and empirical supports to this research, this chapter is to review teaching english as foreign language (TEFL), teaching listening, teaching speaking and teaching writing. It also provides a review of teaching English in MAN 2 Kudus, narrative, teaching drama, drama as a medium for improving English achievement, review of previous research, theoritecal framework and hypothesis.

#### **A. Teaching of English as a Foreign Language**

##### **1. Teaching Listening**

Teaching listening skills is one of the most difficult tasks for any ESL teacher. Successfully listening skills is acquired over time and need lots of practice, it makes students frustrated because there is no rules as in grammar teaching.

One of the largest problems for students is mental block. Student decides that he or she doesn't understand what is being said. Some students convince themselves that they are not able to understand of spoken English well and create some problems.

Listening is the ability to identify and understand what another's saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 2004).

Listening is different from hearing. There are distinctions between listening and hearing. Listening, the hearer has willingness and competence to understand what is said. So, when we listen, we pay conscious attention to what is being said in order to understand it. While hearing, the hearer just hearing what is said. So, when we hear, we don't need to pay conscious attention to what is being said because we don't need to understand it (Helgesen, M. and S. Brown, 2007).

In improving listening, we should need to understand well six skills in listening. According to Harmer (2002:201) listening skills are divided into six skills. They are:

1) Identifying the topic.

Listeners are able to pick up the topic of the spoken text very quickly.

Their schemata help them to grasp the idea of what the speaker talking about.

This ability allows them to process the text more effectively as it progresses.

2) Predicting and guessing

Listeners sometimes guess in order to try and understand what is being talked about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming and make assumption or guess the content from their initial glance of half hearing as they try to apply their schemata to what is in front of them. Their subsequent, listening helps them to confirm their expectations of what they have predicated.

3) Listening for general understanding

Listeners are able to make in a stream of discourse and understand the gist of it without worrying too much about details. We usually called listening for a gist or listening to the essence of the spoken text. Listening for such a general comprehension means not stopping for every word, not analyzing everything that the speaker includes in the spoken text. Listening for a gist is not a lazy option. The listeners have made a choice not to attend to every detail, but to use their processing powers to get more of a top down of what is going on.

4) Listening for specific information

In contrast to listening for gist, we often listen to the spoken text because we want specific details. When we listen to a news program or a film review, we are concentrating what the particular item that interest come up such as where the accidents take place or the name of the director of film, etc. The cases, we almost ignore all the other information until we come to the specific items we are looking for.

#### 5) Listening for detail information

Sometimes we listen in order to understand everything we read in detail. This is usually the case with spoken instruction or directions, or with the description of scientific procedures; it happens when sometimes or someone gives us their address or telephone numbers and we write down all details. We listen in concentrated way to everything that is said.

#### 6) Inference

Inference is different from other types of listening, in the middle of listening tasks design for some other purpose. Inference is a higher level of listening skills. However, it is a mistake to wait until learners are at intermediate level or above to begin working on it. Indeed, beginning learners are lack the large vocabulary and grammatical knowledge that they have later. So, they need to learn to make inferences the lines. For example, the listeners actually hear that John was not at school today, but it can be understood from the situation that the speaker told.

Of course, when we listen, we are usually combining different types of listening. The global understanding of a situation may help to pick the specific of information. Catching specific details may help to grasp the gist. Inference usually

happens when the listener listen for some other purpose and the content doesn't state the information explicitly. Six skills of listening above are important element that should be mastered in order to increase our listening ability.

## **2. Teaching Speaking**

Teaching speaking skills is one of the most difficult tasks for any ESL teacher after listening skill. This is because successful speaking skills are acquired over time and with lots of practice. It is frustrating for students because the students have to try speak English well when they have speaking class. The students must practice to say and speak in English. The teacher just to be a facilitator to students in improving their ability to communicate by using English.

It is not easy to teach speaking, because English is not native language in Indonesia. People have many difficulties to learn and practice it. It was caused for their environment did not speak English. According to Rahmadi (2002:28) "English is only spoken and used in the classroom. Out side the classroom, few people speak English. English exposure in Indonesia setting is quite rare".

Because of that, teaching speaking has purposes to make the students able to learn and practice it continuously. It expects they have ability to use it fluently. The key to helping students improve their speaking skills is give the students a motivation that they can speak well and give them a chance to speak anything by using English.

### **a. Technique of Teaching Speaking**

To achieve the expected goal in teaching, certainly need the exactly ways called method. Actually there are many methods in teaching English, especially in teaching

speaking. Sumardi (1974:42) in Noor Rohmad (2005:20) stated that the teaching method involves' how to teach, what is taught and when is the material taught. The material taught must use the suitable technique and followed by the support medium.

Teaching speaking technique as stated by Dobson in Mulud (2005:22) as follows:

### 1. Conversation

Conversation is chatting performed by two or more people spontaneously to exchange the ideas, information opinion using spoken words by speaker and listener.

### 2. Dialogues

A dialogue is a short chatting or conversation performed by two students or people thorough the language learned. In dialogue, students spend a lot of time to practice and repeat their pronunciation and always try to remember the word order of each sentence.

### 3. Play

Playing is a common activity in conversation or speaking group in which a group have enough time to practice and try to carry out the role-play.

Based on curriculum of MAN 2 Kudus, the teaching speaking methods are; role-plays, speech, conversation, retelling, discussion and dialogue.

From the explanation above, teacher can apply many methods in teaching speaking and selecting in using those methods to find out the achievement goal of teaching speaking.

## **b. Components of Speaking Ability**

Generally, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur,1987:3):

1. Grammar is needed for students to arrange a correct sentence in conversation.
2. Vocabulary means the appropriate diction which is used in communication.
3. Pronunciation is the way for students' to produce clearer language when they speak.
4. Fluency can be defined as the ability to speak fluently and accurately.
5. Comprehension requires a subject to respond to speech as well as to initiate it.

## **3. Teaching Writing**

There are many ways to communicate with other, except speaking to communicate. People also can communicate with other thought writing. The students share their ideas or opinion through writing symbols. They are also expressing their thought, feeling, opinion, and experience through writing for a specific purpose and certain audience. Writing is a visual representation of speech in writing and speaking the language learner is engaged in communicating his ideas and feelings. In the case of writing, the message communicated has a higher degree of finiteness and the skill requires real proficiency if communication has to be effective (Toby & art, 1981)

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Writing can also be defined as the art of forming letters and characters on paper, wood, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible sign.

To achieve the goal of communication, a writer should create a good written text. It is presenting and explaining ideas for specific audience /reader and specific purpose. Luhulima (cited in Ima Kurniasari) explains that there are several characteristics of good writing, there are:

1. Significant

Writing is significant when the reader enjoys it, learns something from it, or fills some need by reading it.

2. Clarify

When you write an essay, your writing must be clear, example: must be able to understand your essay easily. An essay with a lot of grammar mistakes, inaccurate use of vocabulary, and wrong use of training will cause the reader to stop reading it.

3. Unfiled writing

In this part, each sentence in paragraph that develops or supports the main idea of the paragraph and connects in some way with any sentences that comes before or after it. All sentences fit with each other in logical order.

4. Mechanics

What we mean by mechanics is punctuation and spelling you have to know where and when the correct punctuation must be pleased. Since a mistake in punctuation can change the idea.

Those are the characteristic of good writing, every one have ability to write English correctly moreover English students. They only need a chance to develop their ability in writing English. Unfortunately, students can not write English essay correctly although they have many chance and free time which teacher gives them. It happens because students do not have enough motivation to write English essay, so they feel lazy to write English.

## B. Teaching English in MAN 2 KUDUS

H. Douglas Brown (2000:7) says “ teaching is guiding and facilitating learning enabling the learner to learn, setting the conditions for learning”.

Based on the statement above, It means when a teacher teaches the students, he not only delivers materials but also the teacher must guide and facilitate the students to increase their understanding, the teacher also sets the conditions when learning process. The rule of the teacher in the learning process is very important. The teacher must explain and guide the students to get the goal of learning can be successful. As a foreign language, English is one of the compulsory subjects that have been taught in every school. In the opinion of the students, English is difficult subject. In here, the rule of teacher is needed. Do, how is the teacher can be explain, guide, and make the students interest toward English subject.

MAN 2 KUDUS as one of senior high schools in Indonesia follows the government curriculum (KTSP) to teach their students for mastering English. Teaching English in MAN 2 KUDUS consists of four skills; they are listening, speaking, reading and writing. These skills have elements, such as: grammar/sentence structure,

vocabulary and pronunciation. Students are taught how to arrange word to be a good sentence, how to pronounce the word correctly and knowing the new English word. English is a lesson that include in teaching program, which must be followed by all the students in MAN 2 KUDUS.

There are six English teachers in MAN 2 KUDUS, The students attend to English class, which is taught four hour a week and each hour consists of 40 minutes. The text books which used in MAN 2 KUDUS are LKS for senior high school or MA. The teachers also use some English books to add students knowledge about English.

In MAN 2 KUDUS there are 2 kinds of classes, there are regular class and bilingual class system or BCS. Students of BCS get additional English materials, three hours a week and each hour consist of 40 minutes. Specially, to bilingual class system's students of MAN 2 KUDUS, they get additional English materials three hour a week so bilingual class system's students get around seven hour a week.

## **1. Curriculum of Teaching English in MAN 2 KUDUS**

The curriculum that is used MAN 2 KUDUS is “school-based curriculum (KTSP).

There are many definitions about curriculum, curriculum is in a school context refers to the whole body of knowledge that children acquire in schools (Richards 2001: 39). Horn by (1974:212) says that curriculum is course of the study the school, college, etc. While Brown (2000:171) explains that a curriculum is design for carrying out a particular language program. Features include a primary concern with specification of

linguistics and subject matter objectives, sequencing, and materials to meet the need of designed group of learner in defined context.

Based on curriculum KTSP, the eleventh grade students of senior high school are expected to be able to understand, respond, and express short functional text monolog accurately, fluency, and acceptable in the form of narrative and analytical exposition text in daily life context. In Based on the explanation, it is hoped that the students can achieve informational level that they can access knowledge by their language skills.

## **2. The Purpose of Teaching English in MAN 2 KUDUS**

English is a foreign language, which is supported to be very important to be taught in the school for reserving and improving science, technology, art international relation.

Based on the government policy about curriculum KTSP English lesson is straightened in the aspect of language, they are oral and written skill. Meanwhile, their purpose of teaching in senior high school, even thought in vocational school are to give the students skill or ability to comprehend in writing text, oral text, simple expression which emphasize on the communication skill. While in daily conversational context, English is a means of making interpersonal relationship, exchange information and enjoy the esthetic of English culture. English in senior high school has purpose bellow (BSNP, 2006: 2):

1. Improving the competency in communicating in written and spoken to reach functional literacy level.
2. Having awareness of the important of learning English to improve the competency with other nations in globalization era.

- Improving the comprehension of the correlation between language and culture.

### **3. The Materials of Teaching English in MAN 2 KUDUS**

Teaching material is key component in most language programs (Richard 2001: 251). The material of teaching English in eleventh grade students of senior high school including the four skills have to be given in balance. The material of English lesson always develops based on the need and situation. It can be taken from the book, books from government, magazines, internet, etc.

For teach English for eleventh grade students of MAN 2 KUDUS in academic year 2011/2012, the English teacher used Model Pembelajaran Bahasa Inggris Untuk SMA/MA (LKS) which cover many English texts such as, narrative, spoof, hortatory exposition and anecdote. These texts are applied in all language skills: speaking, listening, reading, writing. The materials in detail, as a follow:

Genre	Expressions	Grammar
Narrative	Expressing love	Simple past tense past continuous tense
Spoof	Expressing embarrassment	Past perfect tense Adverbs
Hortatory exposition	Expressing attitudes towards something	Modals and adverb to Show certainty
Anecdote	Expressing sadness Unforgettable experience	Connective words Participle adjective
	Expressing anger and annoyance	Gerund Present perfect tense

#### **4. The Technique of Teaching English of MAN 2 KUDUS**

In MAN 2 Kudus, the students learn English as four integrated skills such as listening, speaking, reading, and writing in tenth grade until twelve grades. Those four skills are taught integrated supported by emphasizing elements, such as grammar, vocabulary and pronunciation. Here the students teachable to know and understand English in spoken and written form.

Brown (2000:169) states that a method as an overall for systematic presentation of language is based upon a selected approach. The writer thinks that the method is very important to organize the class. It is used in teaching and learning process hoped can make the students enjoy the English lesson.

According to KTSP, the method of teaching which is used in MAN 2 Kudus is three phases technique. The steps of three phase technique of learning process are:

1. Pre activity, English teacher do the greeting, to arouse student's motivation, giving question that related with topic material, asking and answering question.
2. Whilst activity, the activities are students study English. Teacher distribute students' worksheet. Students answer the question and practice to understand the topic material; students make a sentence, dialogue, paragraph or essay based on the topic material.
3. Post activity, English teacher gives post test and makes conclusion. They must do some exercise to measure their ability.

So, based on the understanding above, it can be concluded that technique of teaching learning process is very important to get certain teaching purpose. Especially it is important for the teaching learning in MAN 2 Kudus. So that teaching learning process can be run well and directed for the students there.

### C. Narrative Text

Narrative text is one of the text types which are taught for eleventh grade students in even semester. According to Pardiyanto (2007:94) “narrative is the text types to tell the activity in the past time which show a problematic experience and resolution to amuse and to give a moral value for the reader or listener”.

From the explanation above, writers conclude that narrative is a text which related to the true experience or fiction in the past time by showing the problematic and problem solving and the reader or listener can get good lesson from the moral value of the story.

#### 1. The Generic Structure of Narrative Text

One of the characteristics which are had by a text is generic structure that a text has. The generic structures of the text can help the reader or listener in recognizing the text which is read or hear. MGMP (2010) states that the generic structures of narrative text are as follows:

##### 1. Orientation

In this part, it tells about who is in the story, where the story is taking place and where the action is happening.

##### 2. Evaluation

It is a stepping back to evaluate the plight.

### 3. Complication

It is a crisis arises. It is a part that sets off a chain of events that influence what will happen in the story.

### 4. Resolution

It explains about the characters that finally solve the complication.

### 5. Re-orientation

It is optional

## 2. The Language Features of Narrative Text

Narrative text has the language features which differ from the others. Its features determine what kind of text recognized. Mongot (2006) states that there are some of the language features, as follow:

1. Specific participant, for example; Cinderela, Tangkuban Prahu Mountain, Timun Mas (Golden Cucumber), etc.
2. Use certain noun and pronoun, for example; king, princess, stepsisters, angels, etc.
3. Adjective to form noun phrase, for example; beautiful white, strong boy, smart girl, etc.
4. Time connectives and conjunctions, for example; then, when, suddenly, etc.
5. Adverbs and adverbials phrase, for example; here, there, at home, in the forest, etc.

6. Action verbs in the past tense from, for example; lived, drank, climbed, ran, etc.
7. Saying verbs, for example; said, told, promised, etc.
8. Thinking verbs, for example; through, felt.

#### D. Teaching of Drama

Drama is a literary form supported by the most ancient traditions, firmly embedded in the social customs of cultures throughout the world, well known for the excitement and enthusiasm it produces both in performers and spectators (Bruner, 1967).

It is essential to remember that drama is not just the description or discussion of events from real life action, but also the inclusion of language, movement, position, gesture, and facial expression (Rease, 1976).

From those two limitations above, teaching of drama means to make the students able to appreciate how events from real life action are taken into the world of producing literary works. Also ideally, the capture of real life action is performed as a drama show on the stage. Again, it is to make the students get used to applying all their English achievement in the process of producing drama as a theatrical performance. In other words, teaching of drama means instructing the students to write drama script; read it comprehensively, act it on the stage through dialogues by using good speaking and listening comprehension.

## **E. Drama Show as a Medium for Improving English achievement**

According to Buchanan at [www.arsedge.kennedycenter.org](http://www.arsedge.kennedycenter.org), drama show might be use for improving English achievement and motivation due to that teaching drama is done with the purposes of:

- 1 stimulating creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, become another, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a *safe atmosphere*, where actions and consequences can be examined, discussed, and in a very real sense *experienced* without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for Dramatic Arts in schools.
- 2 allowing students to communicate with and understand others in new ways. Perhaps more than any other art form, Drama also provides training in the very *practical* aspects of communication so necessary in today's increasingly information-centered world. Students who have participated in Dramatic activities are less likely to have difficulty *speaking in public*, will be more *persuasive* in their communications, both written and oral, will be better able to put themselves into others' shoes and relate to them, and will have a more *positive, confident self image*. Participation in Dramatic activity requires *self control and discipline* that will serve the student well in all aspects of life.
- 3 Motivating students in Drama to learn to *work together*, to cooperate, to find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others. *no art form is more truly collaborative*. Drama is an important tool for preparing students to live and work in a world that is increasingly *team-oriented* rather than hierarchical.
- 4 helping students develop *tolerance* and *empathy*. In order to play a role competently, an actor must be able to fully inhabit another's soul. An actor must be able to really understand how the world looks through another person's eyes. This does not mean he must agree with every character. An actor can play Hitler without becoming a Nazi. But he cannot play Hitler without understanding his point of view, without empathy. In today's increasingly polarized and intolerant culture, the ability to understand others' motives and choices is critical. Drama can help build responsible global citizens.
- 5 *reinforcing* the rest of the school curriculum. Since communication and empathy are central to Drama, a student who has explored like in the Drama classroom will be better able to *understand ideas* in History and Current Events. He will be able to put himself into the shoes of figures in history and literature, to *understand the way human beings interact*. The link between Dramatic Arts and subjects such as English, History, Social Studies, and related areas is obvious. The study of literature would be impossible without Drama. There are important periods of our collective

literary history in which virtually all of the surviving literature is dramatic. More importantly, Drama can be used to promote active learning in any subject-to give students a *kinesthetic* and *empathetic* understanding as well as an intellectual understanding of a topic. Studies have shown again and again that this approach yields greater *depth of understanding* and a marked improvement in retention. I always strive to link my Drama lessons to topics and themes my students are studying in other subjects, or to important social questions. In this way Drama accomplishes several goals at once-*enriching* students' school experience through Art as well as *reinforcing traditional* academics.

#### **F. Review of Previous Research**

The writers present the previous research that is dealing with this research to develop the original analysis. The writers found some previous research that based on this research. The first previous research is conducted by Lawrence Sparling (1993) with title "*Educational drama as a Developer of the Listening Abilities of English as a Second Language Learners*" The second research is conducted by Ayu Diyah Harni Susanti (2007) With Title "*Using Role Play In Teaching Speaking*". The result of this research points out that the implementation of drama in teaching listening ability to the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012.

The differences of this research and previous research are in this research the school didn't have drama class. It's different from the first previous research that has drama class. The result of this research points out that the implementation of drama in teaching listening ability to the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012.

#### **G. Theoretical Framework**

Drama as a teaching media can provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience

the connection between through and action and teaching English as a foreign language inevitably involves a balance between receptive and productive skill; here drama can effectively deal with his requirement.

Through drama the students practice and integrate listening, speaking, reading and writing. By performing drama, students' listening ability is trained and their speaking ability as well. They can get a new idea to increase their speaking. They can speak English easily. Related to writing skill in drama, the students make a script of drama. Script is one of important thing of drama Because drama performance is good if the script is goods after performing drama, the students are be able to write their drama in a form of text. It is assumed that there is significant difference between the writing ability of the eleventh grade students of MAN 2 KUDUS in the academic year 2011-2012 taught before and after being taught thought drama.

The reasons are drama can provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between through and action and teaching English as a foreign language inevitably involves a balance between receptive and productive skill; here drama can effectively deal with his requirement.

Through drama the students practice and integrate listening, speaking, reading and writing. Related to writing skill in drama, the students make a script of drama. Script is one of important thing of drama Because drama performance is good if the script is goods after performing drama, the students are be able to write their drama in a form of text. It is assumed that there is significant difference between the English achievement of the eleventh grade students of MAN 2 KUDUS in the academic year 2011-2012 taught before and after being taught thought drama.

## **H. Hypothesis**

Here the writers formulate the hypothesis as follows:

“There is significant difference between the English achievement of the eleventh grade students of MAN 2 KUDUS before and after being taught through drama in academic year 2011/2012.”



## **CHAPTER III**

### **METHOD OF THE RESEARCH**

In this chapter, the writers explain about Design of the Research, Population and Sample, Instrument of the Research, Treatment, Data Collection, and Data Analysis

#### **A. Research Design**

Considering the objective of this research and the nature of the problem, this research is designed as a quasi experimental research. There is a sample that will be given a treatment. Before and after getting the treatment, the sample is measured their English achievement.

There is one independent variable and one dependent variables, which is detailed as the following:

- Independent variable : the drama show as the medium for improving the English achievement
- Dependent variable : the English achievement of the students

Those variables in the the students' "skripsi" are then detailed into three independent variables and three dependent variables:

#### **Student 1**

Independent variable 1: the use of drama show

Dependent variable 1 : listening ability of the eleventh grade students of MAN 2

Kudus

### Student 2

Independent variable 2 : the use of drama

Dependent variable 2 : speaking ability of the eleventh grade students of MAN 2

Kudus

### Student 3

Independent variable 3: the use of drama

Dependent variable 3 : writing ability of the eleventh grade students of MAN 2

Kudus

The plot of the experimental design can be illustrated as the following:

Table 3.1 Plotting of the Experimental Design

	Pretest	Treatment	Posttest
Experimental Group	T <sub>01</sub> , T <sub>02</sub> , T <sub>03</sub>	X <sub>1</sub> , X <sub>2</sub> , X <sub>3</sub>	T <sub>11</sub> , T <sub>12</sub> , T <sub>13</sub>

T<sub>01</sub> = Pretest for Experimental Group 1

T<sub>02</sub> = Pretest for Experimental Group 2

T<sub>03</sub> = Pretest for Experimental Group 3

X<sub>1</sub> = Teaching listening through drama

X<sub>2</sub> = Teaching speaking through drama

X<sub>3</sub> = Teaching writing through drama

T<sub>11</sub> = Posttest for Experimental Group 1

T<sub>12</sub> = Posttest for Experimental Group 2

T<sub>13</sub> = Posttest for Experimental Group 3

## **B. Population and Sample**

The first step in taking sample is to determine the population; here the population of this research is all of the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012. The total number of the population used in this study is around 360 Students. There are ten classes in eleventh grade of MAN 2 KUDUS in academic year 2011-2012. It is more or less 40 students in regular class and 28 students in bilingual class. The writer would like to use purposive sampling to get the sample. The writer gets the eleventh grade students of science 04 (BCS 02) of MAN 2 KUDUS in the academic year 2011-2012, in which, there are 28 students.

## **C. Instruments**

The instrument used to measure the English achievement is test. There are three kinds of test. They are listening test, speaking test, and writing test.

### a. Listening test.

The instrument used to measure the listening ability is listening test. It is design to measure students' listening skill. There are 25 numbers of tests to assess the students' comprehension about their listening ability.

There are twenty five items in the test, so the test score of the students are obtained by multiplying the number of the correct answer by 4. Therefore, the highest score will be 100 and lowest score will be zero.

The test as an instrument must fulfill the standard of validity and reliability. Validity of the test refers to the extent to which it is supposed to measure (Suprihadi, 2001:22). Meanwhile, reliability is meant the stability of the test

scores (Suprihadi, 2001:19). The writers use completing sentence as an instrument of the test because the limitation of schedule of the school's given. The instrument of the test is close test so the writers don't use the tryout test to know the reliability of the test.

Then, writers categorized the score based on the criteria adopted from Jeremy Hammer "The practice of English language teaching" (cited in Lisniawati, 2010) as follows:

**Table 3.2 The Assessment Criteria of the Listening Ability**

Grade 0-100	Note
90-100	Excellent
70-89	Good
50-69	Sufficient
30-49	Poor
< 29	Bad

The test used has to fulfill the validity to get the accurate data. Suprihadi (2001:22) states "validity of a test is the extent to which is measure what is supposed to measure". The validity of the test used in this test is the content validity. It means the test used must be appropriate with the material given to the students and standardized competence of English lesson as core curriculum issued by government for senior high school students.

The writer synchronizes between the syllabus, the material, and the topic with the treatment. One of the material for the eleventh grade students in even semester is narrative, here the competence is that the students are able to understand the meaning of short functional text of narrative' monologue. It means that the test which contains giving response to the meaning of monologue text and so he can conclude that the test is valid.

#### b. Speaking test

Here, the writers use an oral test to measure the speaking ability of the eleventh grade students of MAN 2 Kudus in the academic year 2011 / 2012 in doing the research. The writers analyze the result of the speaking ability of the students such as pronunciation, vocabulary, and fluency.

To give score for the speaking ability of the students by oral test, the writers use scoring scale based on Brown (2004:172).

Table 3.2 Scoring Scale of Speaking Ability

No	Skill	Indikator	Score
1.	Pronunciation	1. Students have few traces of foreign accents. 2. Students are always intelligible thought one is concious of definite accent. 3. Students have pronunciation problems necessitate 2. Students are very hard to understand because of pronunciation problem must frequently be asked to repeat. 3. Students have pronunciation problem so severe as to make speech, virtually unintelligible.	5 4 3 2 1
2.	Vocabulary	1. Students' use of vocabulary and idioms is virtually that of native speaker. 2. Students sometime use inappropriate terms or must rephrase ideas of lexical inadequate.	5 4

		<p>3. Students frequently use the wrong words in a conversation, some what limited because of inadequate vocabulary.</p> <p>4. Students misuse of word is very limited vocabulary so extreme as to make comprehension quite difficult.</p> <p>5. Students have limitation vocabulary so extreme as to make conversation virtually impossible.</p>	3 2 1
3.	Fluency	<p>1. Students have speech as fluent and an effortless as that a native speakers.</p> <p>2. Students have speed of speech seems to be affected by language problem.</p> <p>3. Students have speed and fluency rather strongly affected by language problem.</p> <p>4. Students usually hesitant often force into silence by language limitations.</p> <p>5. Students have speech is so halting and fragmentary as to make conversations virtually impossible.</p>	5 4 3 2 1
4.	Comprehension	<p>1. Students appear to understand everything difficulty.</p> <p>2. Students understand nearly everything at normal speed although occasionally repetition may be necessary.</p> <p>3. Students understand most what at said slowly than normal speed with repetition.</p> <p>4. Students have great difficult is said that can comprehend only social conversation spoken slowly and with frequent repetition.</p> <p>5. Students can not said to understand even simple conversational English.</p>	5 4 3 2 1
5	Grammar	<p>1. Students make few noticeable errors of grammar word order.</p> <p>2. Students occasionaly make grammatical or word error which do not, however obscure</p>	5 4 3

	<p>meaning.</p> <p>3. Students make frequent errors and words order, when occasionally obscure meaning.</p> <p>4. Students have grammar and word order errors make comprehension difficult.</p> <p>5. Students have errors in grammar and word order so severe as to make speech virtually unintelligible.</p>	2 1
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From the table above, the students who have a good speaking get score 25. To makes easy in calculating the score, the writer multiples 25 by 4. So, the highest score is 100. Then the writer categorized the score based on the criteria adopted from Jeremy Hammer “The practice of English language teaching” criteria as follows:

Table 3.3 the Criteria Score of Speaking Ability

SCORE	CRITERIA
81 – 100	Excellent
61 – 80	Good
41 – 60	Sufficient
21 – 40	Poor
0 – 20	Very Poor

### c. Writing

The instrument used to measure the writing ability is test. The test is designed to measure students' writing skill. Each student is to rewrite a drama script which his group creates.

After classifying the written test, the writers give score for the written test. According to Heaton (1988: 146), the criterion of scoring writing can be seen on the table, as follow:

**Table 3.1 the criteria of scoring writing English.**

No	Scoring of writing	Grade	Scores
1.	<p>Contents</p> <ul style="list-style-type: none"> <li>✓ Knowledgeable-substance</li> <li>✓ Some knowledge of subject-adequate range</li> <li>✓ Limited knowledge of subject-little substance</li> <li>✓ Limited substance</li> <li>✓ Does not show knowledge of subject-non substantive</li> </ul>	<p>Excellent Good Fair Poor Very poor</p>	<p>25-30 19-24 13-18 7-12 1-6</p>
2.	<p>Organization</p> <ul style="list-style-type: none"> <li>✓ The organization of the contents and arrangements the generic structure is clearly.</li> <li>✓ The organization of the contents and arrangements the generic structure is closely organized but main ideas stand out.</li> <li>✓ The organization of the contents and arrangements the generic structure is confused or disconnected</li> <li>✓ The organization of the contents and arrangements the generic structure is not fluent</li> <li>✓ The organization of the contents and arrangements the generic structure is not communicate</li> </ul>	<p>Excellent Good Fair Poor Very poor</p>	<p>17-20 13-16 9-12 5-8 1-4</p>
3.	<p>Grammar</p> <ul style="list-style-type: none"> <li>✓ Effective complex construction the employing of grammatical forms and the use of grammar</li> <li>✓ Effective but simple construction the employing of grammatical forms and the use of past tense</li> <li>✓ Major problem are simple but complex construction of grammatical forms and the use of past tense</li> <li>✓ Major problems are simple but complex construction of grammatical forms and the use of past tense</li> <li>✓ Virtual no mastery of sentence construction rules of grammatical forms and use of past tense</li> </ul>	<p>Excellent Good Fair Poor Very poor</p>	<p>21-25 16-20 11-20 6-10 1-5</p>

4.	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>✓ Sophisticated range-effective and usage</li> <li>✓ Adequate range-occasional of word and usage but meaning not obscured</li> <li>✓ Limited range-frequent errors of words and usage</li> <li>✓ Limited range –errors of words and usage</li> <li>✓ Essentially translation-little knowledge of English vocabulary</li> </ul>	<table> <tr> <td>Excellent</td> <td>17-20</td> </tr> <tr> <td>Good</td> <td>13-16</td> </tr> <tr> <td>Fair</td> <td>9-12</td> </tr> <tr> <td>Poor</td> <td>5-8</td> </tr> <tr> <td>Very poor</td> <td>1-4</td> </tr> </table>	Excellent	17-20	Good	13-16	Fair	9-12	Poor	5-8	Very poor	1-4	
Excellent	17-20												
Good	13-16												
Fair	9-12												
Poor	5-8												
Very poor	1-4												
5.	<p>Mechanics</p> <ul style="list-style-type: none"> <li>✓ Demonstrates mastery the use of capitals and paragraphing</li> <li>✓ Occasional errors the use of capitals and paragraphing</li> <li>✓ Frequent errors of the use of capitals and paragraphing</li> <li>✓ Errors of the use of capitals and paragraphing</li> <li>✓ No mastery of the use of capitals and paragraphing</li> </ul>	<table> <tr> <td>Excellent</td> <td>5</td> </tr> <tr> <td>Good</td> <td>4</td> </tr> <tr> <td>Fair</td> <td>3</td> </tr> <tr> <td>Poor</td> <td>2</td> </tr> <tr> <td>Very poor</td> <td>1</td> </tr> </table>	Excellent	5	Good	4	Fair	3	Poor	2	Very poor	1	
Excellent	5												
Good	4												
Fair	3												
Poor	2												
Very poor	1												
Total score of writing			100										

After getting the score of the test, the writers could make a conclusion of the student's ability by categorizing them into some group in order to express various criterions of the students' achievements. Each level is represented A, B, C, D, E, each of them range about certain grade. The criteria of students' ability are based the following percentages:

#### Criteria of student's ability

Level of mastery	Letter score	Value	Criterion
80 – 100	A	4	Excellent

66 - 79	B	3	Good
56\-. 65	C	2	Sufficient
40 - 55	D	1	Low
30 – 39	E	0	Poor

(Sources: Arikunto (1997:251)

#### **D. Treatment**

Drama show is used as a treatment in this research. In the process of teaching and learning English a teacher explains the material through drama.

ARALISH CA (Arabic-English Contrastive Analysis) is used as a treatment in this research. In the process of teaching and learning English a teacher will explain the material by comparing the similar language components of Arabic and English. The similar comparisons tend to strengthen the students' motivation and understanding in learning English as well Arabic.

The treatment are given four times. The first meeting is used to explain the theory of drama. In the second and third meeting, students prepare for their drama show and in the fourth meeting, students perform their drama show.

#### **E. Data Collection**

The analysis of the data are done in the following steps:

Step 1:

Giving pre-test to the students to find how the English achievement before being taught through drama in academic year 2011-2012.

Step 2:

Teaching listening, speaking and writing to the students through drama.

Step 3:

Giving post-test to the students to find out how the English achievement of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011 - 2012.

## F. Data Analysis

The analysis of the data are done in three steps:

Step 1:

Scoring the results of the pre-tests and post-tests (listening test, speaking test, and writing test) done by each of three students involved in this research and analyzing the significant difference of the means before and after treatment of the samples by using *t-test* done by each of three students involved in this research.

The score of English achievement test (the ability of listening, speaking, and writing) is gathered to be processed and analyzed by using statistical formula to test the hypothesis to get the result of research conclusion. To analyze the data, there are some formulas needed. The formula can be presented as follows:

The formula of calculating the mean:

a) Mean (Average)

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

Explanations:

X = average

- f = frequency  
 x = middle score of interval close  
 N = the number of subject

b) Standard Deviation

$$S = i \sqrt{\frac{\sum f \cdot x_1^2}{N} - \left( \frac{\sum f \cdot x_1}{N} \right)^2}$$

Explanation :

- S = Standard Deviation  
 i = the width of interval  
 f = Frequency  
 X1 = Coding  
 N = the number of subjects

c). t-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N} / N(N-1)}}$$

Where:

- t = the t-value for non-independent (correlated) means  
 $\bar{D}$  = the difference between the paired score  
 D = the mean of the differences  
 $\sum D^2$  = the sum of the squared difference scores  
 N = the number of sample

To find out if there is any significant difference between the English achievement (listening, speaking and writing ability) of eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after being taught through drama, the writer test the hypothesis by using the statistic hypothesis thesis as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Notes:

$H_0$  : There is no significant difference between the English achievement (listening, speaking and writing ability) of eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after thought taught drama .

$H_a$  : There is significant difference between the English achievement (listening, speaking and writing ability) of eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after thought taught drama.

The mean score of eleventh grade students of MAN 2 kudus in academic year 2011-2012 by thought taught drama are:

$\mu_1$ : The English achievement (listening, speaking and writing ability) of eleventh grade students of MAN 2 KUDUS in academic year 2011-2012 before thought taught drama.

**$\mu$**  2: The English achievement (listening, speaking and writing ability) of eleventh grade students of MAN 2 KUDUS in academic year 2011-2012 after taught through drama.

Step 2:

Recapitulating the entire results of each students analysis

Step 3:

Drawing some conclusions



## **CHAPTER IV**

### **FINDING AND DISCUSSION OF THE RESEARCH**

This chapter presents the research findings based on the retrieved data. It is to find out the purpose of the research by calculating all the data systematically by using the certain formula. It presents the data of English achievement (listening, speaking and writing) of eleventh grade students of MAN 2 Kudus before and after being taught through drama.

#### **A. The English Achievement (Listening Ability, Speaking Ability and Writing Ability) of the Eleventh Grade Students of MAN 2 Kudus before being Taught through Drama in Academic Year 2011/2012**

##### **1. The Listening Ability of the Eleventh Grade Students of MAN 2 Kudus before being Taught through Drama in Academic Year 2011/2012**

After conducting the listening test to measure the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 before being taught through drama, the researchers get some data. From 28 students as the research subject, the researchers find that the highest score is 84 and the lowest score is 52. The pre-test scores of listening ability of eleventh grade students of MAN 2 Kudus in academic year 2011/2012 are as follows:

**Table 4.1.1a The Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 before being Taught through Drama**

NO.	PRE-TEST SCORE						
1.	60	8.	52	15.	68	22.	76
2.	76	9.	68	16.	64	23.	52
3.	60	10.	76	17.	68	24.	76
4.	80	11.	76	18.	64	25.	76
5.	64	12.	84	19.	76	26.	64
6.	76	13.	76	20.	60	27.	60
7.	76	14.	84	21.	76	28.	60

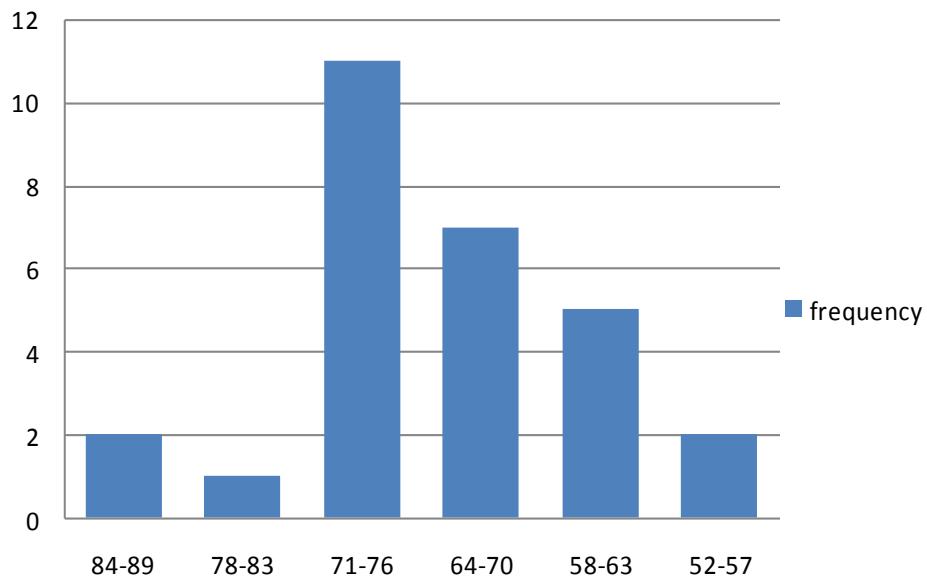
After getting the data of pre-test, writer calculates the data to find the range, number of interval, interval width, mean, and standard deviation. Writer found all the result after calculate pre-test score. The writer found the result of range is 32, number of interval is 6, interval width is 6, mean is 69.5, and standard deviation is 7.39. All of the result show in table and the graph bar-chart below;

**Table 4.1.1b Frequency Distribution of the Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 before being Taught through Drama**

Score	F	x	Fx	x'	fx'	x'^2	f(x'^2)
84-89	2	86.5	173	-2	-4	4	8
78-83	1	80.5	80.5	-1	-1	1	1
71-76	11	73.5	808.5	0	0	0	0
64-70	7	67.5	472.5	+1	7	1	7
58-63	5	60.5	302.5	+2	10	4	20
52-57	2	54.5	109	+3	6	9	18

$\Sigma$	28	423.0	1946	+3	18	19	54
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**Figure 4.1 The Bar Chart of Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 before Taught through Drama**



Based on the T-table above, the results of the pre-test are; the minimum score is 52, the maximum score is 84, and the mean of pre test is 69.5. Meanwhile the standard deviation is 7.39. It indicates that the listening ability of the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012 before being taught through drama is categorized as **sufficient**.

## 2. The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus

### before being Taught through Drama in Academic Year 2011/2012

Before doing the treatment by applying Drama, the researcher gives pre-test to find out the students speaking ability. Based on the table 4.1.2.1, the researchers found the minimum score is 52, and the maximum score is 68.

Table 4.1.2a The speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through Drama in Academic Year 2011/2012

No	Pre Test Score	No	Pre Test Score	No	Pre Test Score
1	68	11	68	21	56
2	52	12	62	22	52
3	60	13	56	23	64
4	60	14	52	24	60
5	68	15	62	25	68
6	56	16	52	26	56
7	52	17	70	27	60
8	60	18	64	28	52
9	56	19	60		
10	56	20	60		

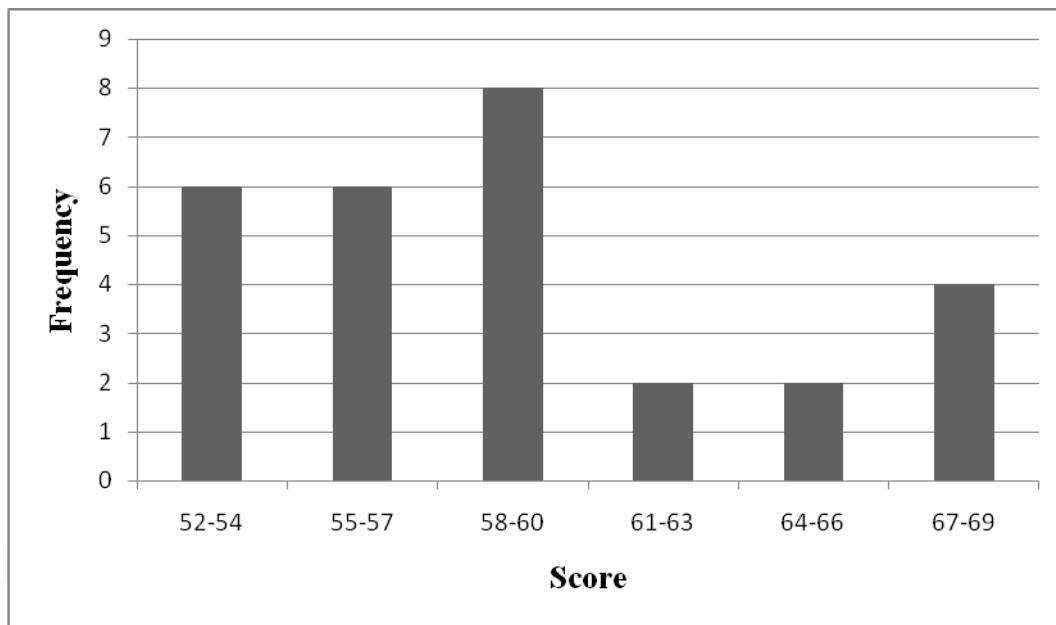
Then, the researcher put them into the table of frequency distribution on table 4.1.2.b

Table 4.1.2.b Frequency distribution of the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through Drama in Academic Year 2011/2012

Score	f	x	Fx	x'	fx'	x'^2	f(x'^2)
67-69	4	68	272	3	12	9	36
64-66	2	65	130	2	4	4	8
61-63	2	62	124	1	2	1	2
58-60	8	59	472	0	0	0	0
55-57	6	56	336	-1	-6	1	6
52-54	6	53	318	-2	-12	4	24
$\Sigma$	28		1652	3	0	19	76

Based on Table 4.1.2.b the researchers draw a chart as follow:

Figure 4.1.2 chart of the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through Drama in Academic Year 2011/2012



The result of the calculation shows that before being taught through drama, the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 runs from 52 to 68. The average score (Mean) is 59 and the standard deviation is 5 (the calculation is available in Appendix 6). Based on these finding, the researchers conclude that the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 can be categorized as **sufficient**.

### **3. The Writing Ability of The Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011-2012 before being Taught through Drama.**

In this research, the writers takes the students of eleventh grade students of science forth class as a sample of this research because they have more time in the school and they are more discipline than other. After conducting the writing ability

test to know the writing ability of the students of eleventh sience forth class of MAN 2 Kudus in academic year 2011-2012 before taught through drama. The writers found the highest score is 80 and the lowest is 57 from the data of twenty eight students as the writerstudents. The pre test score are as follows:

**Table 4.1.3a The Score of Writing Ability of The Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011-2012 before being Taught through Drama.**

No	SC	Content	Organization	Grammar	Vocabulary	Mechanics	Score
1	A1	14	12	14	14	3	<b>57</b>
2	A2	24	15	21	17	3	<b>80</b>
3	A3	22	13	14	13	4	<b>66</b>
4	A4	20	15	12	14	2	<b>63</b>
5	A5	14	15	14	12	2	<b>57</b>
6	A6	18	13	13	12	2	<b>58</b>
7	A7	23	15	16	13	4	<b>71</b>
8	A8	22	17	15	19	4	<b>77</b>
9	A9	16	15	16	12	2	<b>63</b>
10	A10	19	14	15	16	2	<b>66</b>
11	A11	17	16	11	13	3	<b>60</b>
12	A12	19	14	16	13	3	<b>65</b>
13	A13	22	15	16	16	4	<b>73</b>
14	A14	17	13	15	13	4	<b>62</b>
15	A15	19	13	12	13	4	<b>61</b>
16	A16	20	14	15	13	4	<b>66</b>
17	A17	19	14	12	12	3	<b>60</b>
18	A18	14	14	14	15	3	<b>60</b>
19	A19	20	15	18	14	4	<b>72</b>
20	A20	22	13	14	13	3	<b>65</b>
21	A21	19	13	16	13	3	<b>64</b>
22	A22	18	13	16	14	4	<b>65</b>
23	A23	20	14	16	16	4	<b>70</b>
24	A24	17	13	15	14	3	<b>62</b>
25	A25	19	13	15	14	3	<b>64</b>
26	A26	20	13	16	13	4	<b>66</b>
27	A27	17	13	15	15	3	<b>63</b>
28	A28	15	12	15	15	3	<b>60</b>

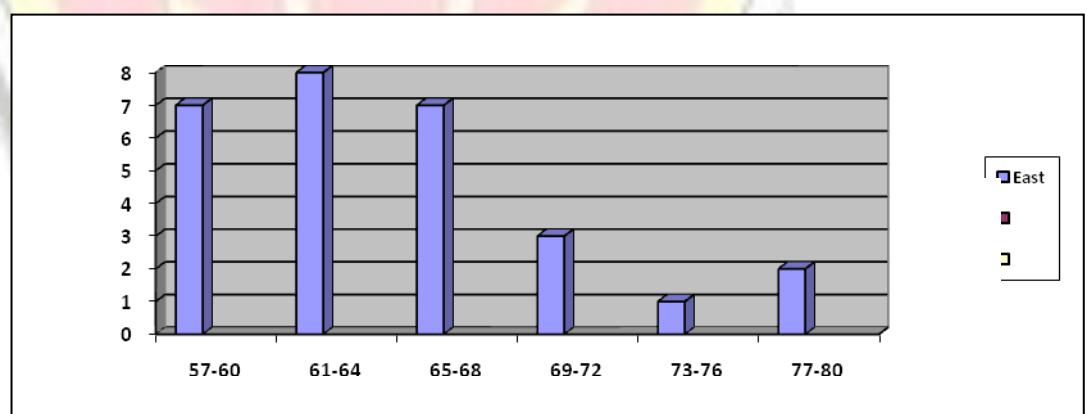
From the data above, pre test can be computed to the table of the frequency as follows:

**Table 4.1.3b The Distribution Frequency of Writing Ability of The Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011-2012 before being Taught through Drama.**

Score group	F	X	Fx	$x^1$	$f x^1$	$x^2$	$f x^{1,2}$
77-80	2	78.5	157	4	8	16	32
73-76	1	74.5	74.5	3	3	9	9
69-72	3	70.5	211.5	2	6	4	12
65-68	7	66.5	465.5	1	7	1	7
61-64	8	62.5	500	0	0	0	0
57-60	7	58.5	409.5	-1	-7	1	7
$\Sigma$	28	411	1818	9	17	31	67

Based on the table above, the writers conclude that the number of interval is 6 and interval width is 4, and the writer found the average (mean): 64.9 and standard deviation is 5.68. It means that the writing ability of students before being taught through drama is categorized in sufficient level. A heuristic activity can be seen as follows:

Frequency



**Figure 4.1.3 The figure of the writing ability of the eleventh grade students of MAN 2 Kudus in Academic Year 2011/2012 before being taught through drama.**

From the figure above, it can be seen that the highest frequency of writing ability on pre test is 61-64 at level 8 and the lowest one is 73-76 at level 1.

From all the data above, a recapitulation of the English achievement (listening, speaking, writing) of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012 can be drawn as the following:

**Table 4.1.3c The English Achievement (Listening Ability, Speaking Ability, Writing Ability) of the Eleventh Grade Students of MAN 2 Kudus before being Taught through Drama in Academic Year 2010/2011**

English Achievement	Mean Score	Category
Listening ability	69.5	Sufficient
Speaking ability	59	Sufficient
Writing ability	64.5	Sufficient

**B. The English Achievement (Listening Ability, Speaking Ability, Writing Ability) of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 after Being Taught through Drama**

**1. The Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 after Being Taught through Drama**

The writer starts to give treatment which consists of six meetings after getting the pre-test data in teaching listening being taught through drama. In every meeting, writer gave different situation to makes students enjoyable in learning process. Writers gave training, refreshing brain, warm up, and support to the students.

After done the treatment by applying drama, the writer gives post-test to find the result of the treatment of students' listening ability. After analyzing the data, writer found the minimum score and maximum score. The minimum score of students' listening ability is 68 and the maximum score of students' listening ability is 96. The data of post-test of listening ability of eleventh grade students of MAN 2 KUDUS in academic year 2011-2012 by using drama show in T-table below;

**Table 4.2.1a The Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS In Academic Year 2011-2012 after being Taught through Drama.**

NO.	PRE-TEST SCORE						
1.	68	8.	84	15.	80	22.	84
2.	80	9.	80	16.	84	23.	84
3.	84	10.	88	17.	88	24.	92
4.	96	11.	88	18.	84	25.	84
5.	84	12.	92	19.	84	26.	84
6.	88	13.	88	20.	80	27.	80
7.	84	14.	96	21.	84	28.	76

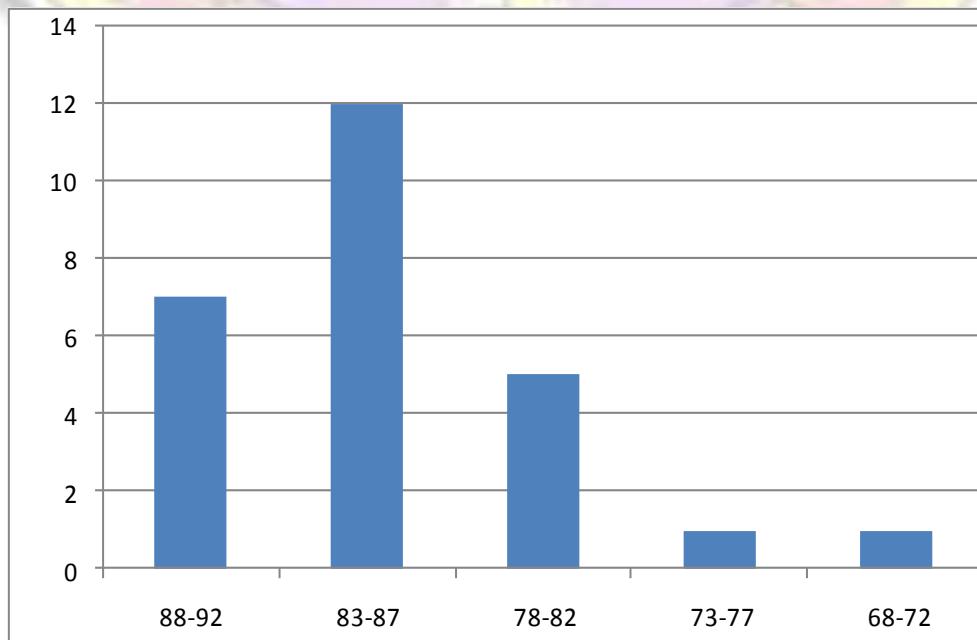
After getting the data of post-test, writers calculate the data to find the range, number of interval, interval width, mean, and standard deviation. Writer found all the result after calculate post-test score. The writer found the result of range is 28, number of interval is 6, interval width is 5, mean is 85.18, and standard deviation is 5.42. All of the result show in table and the graph bar-chart below;

**Table 4.2.1b Frequency Distribution of the Listening Ability of The Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 after being Taught through Drama**

Score	F	x	Fx	x'	fx'	x'^2	f(x'^2)

<b>93-97</b>	2	95	190	-2	-4	4	8
<b>88-92</b>	7	90	630	-1	-7	1	7
<b>83-87</b>	12	85	1020	0	0	0	0
<b>78-82</b>	5	80	400	+1	5	1	5
<b>73-77</b>	1	75	75	+2	2	4	4
<b>68-72</b>	1	70	70	+3	3	9	9
<b>Σ</b>	<b>28</b>	<b>495</b>	<b>2385</b>	<b>+3</b>	<b>-1</b>	<b>19</b>	<b>33</b>

**Figure 4.2.1 The Bar Chart of Listening Ability of the Eleven Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 after being Taught through Drama**



Based on the table above, the results of the post-test are; the minimum score is 68, the maximum score is 96, and the mean of post-test is 85.18. Meanwhile the standard deviation is 5.42. It indicates that the listening ability of the eleventh

grade students of MAN 2 KUDUS in Academic Year 2011-2012 after being taught through drama is categorized as **good**.

## **2. The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus after being Taught through Drama in Academic Year 2011/2012**

From the data of the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through drama in Academic Year 2011/2012, the researchers found the minimum score is 60 and the maximum score is 88.

**Table 4.2.2a. The speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through Drama in Academic Year 2011/2012.**

'No	Post Test Score	No	Post Test Score	No	Post Test Score
1	68	11	68	21	88
2	60	12	72	22	72
3	72	13	72	23	88
4	88	14	84	24	72
5	68	15	84	25	72
6	72	16	76	26	68
7	84	17	72	27	72
8	64	18	84	28	68
9	64	19	88		
10	72	20	72		

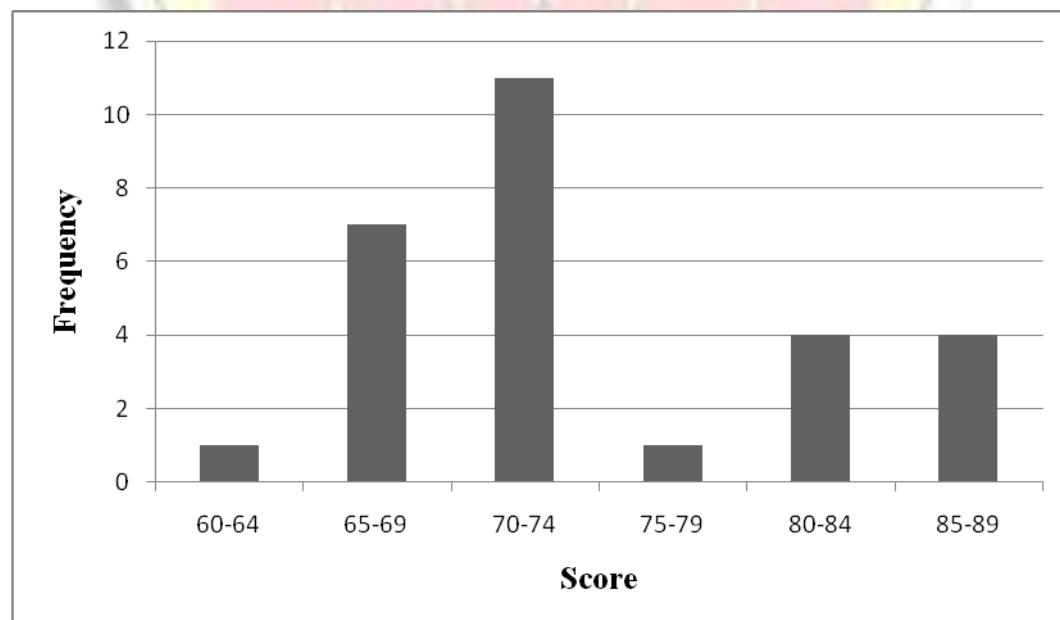
Then, the researchers put them into the table of frequency distribution on table 4.2.2.b.

**Table 4.2.2.b. Frequency distribution of the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through Drama in Academic Year 2011/2012**

Score	F	X	fx	x'	fx'	x'^2	f(x'^2)
85-89	4	87	348	3	12	9	36
80-84	4	82	328	2	8	4	16
75-79	1	77	77	1	1	1	1
70-74	11	72	792	0	0	0	0
65-69	7	67	469	-1	-7	1	7
60-64	1	62	62	-2	-2	4	14
$\Sigma$	28		2076	3	12	19	64

Based on Table 4.2.2b. the researchers draw a chart as follow:

**Figure 4.2 Chart of the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through Drama in Academic Year 2011/2012**



From the scores of the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through drama in Academic Year 2011/2012, the researcher found that the minimum score is 60 and the maximum score is 88, while the value of mean is 74.14 and the standard deviation is 7.25. It indicates that the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 is categorized as **good**.

### **3. The Writing Ability of The Eleventh Grade Students of MAN 2 Kudus in The Academic Year 2011/2012 after being Taught through Drama.**

The writers start to give treatment which consists of six meetings after getting the pre test data. Then, the writers conduct a post test to the students to find the result of the treatment

From the result of post test, the writers got the highest score is 93 and the lowest score is 64 from the data of twenty eight students of eleventh grade students as described on the table bellow:

**Table 4.2.3a The Score of Writing Ability of The Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011-2012 after being Taught through Drama.**

NO	SC	Content	Organization	Grammar	Vocabulary	Mechanics	Score
1.	A1	19	15	16	16	4	<b>70</b>
2	A2	29	18	22	19	5	<b>93</b>
3	A3	26	18	22	17	4	<b>87</b>
4	A4	24	16	17	16	3	<b>76</b>
5	A5	18	15	16	14	4	<b>67</b>

Table 4.2.3a Continued

6	A6	19	14	15	14	2	<b>64</b>
7	A7	24	17	18	16	5	<b>80</b>
8.	A8	19	14	15	15	3	<b>66</b>
9.	A9	24	16	22	17	4	<b>83</b>
10	A10	27	13	22	17	4	<b>83</b>
11	A11	24	16	20	17	4	<b>81</b>
12	A12	24	18	22	16	4	<b>84</b>
3	A13	25	15	16	17	4	<b>77</b>
14	A14	23	18	18	15	5	<b>79</b>
15	A15	20	18	16	13	4	<b>71</b>
16	A16	25	17	14	19	4	<b>79</b>
17	A17	22	18	16	14	4	<b>74</b>
18	A18	20	17	16	13	4	<b>70</b>
19	A19	28	18	22	18	4	<b>91</b>
20	A20	25	18	21	14	4	<b>82</b>
21	A21	20	18	20	15	4	<b>77</b>
22	A22	19	16	18	18	4	<b>75</b>
23	A23	25	14	18	18	4	<b>79</b>
24	A24	24	15	16	17	4	<b>76</b>
25	A25	24	18	20	16	5	<b>83</b>
26	A26	24	16	22	18	5	<b>85</b>
27	A27	24	16	21	18	5	<b>84</b>

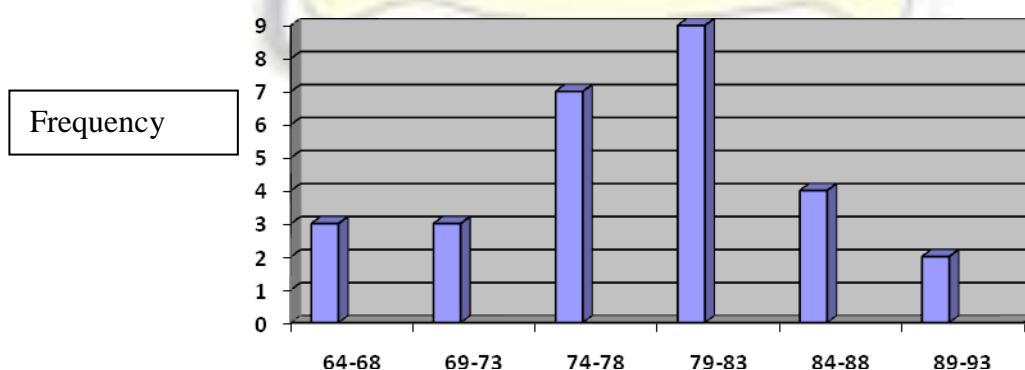
28	A28	22	15	17	16	4	74
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From the data above, post test can be computed to the table of frequency as follows:

**Table 4.2.3bThe Distribution Frequency of The Writing Ability of The Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011-2012 after being Taught through Drama.**

Score group	F	X	Fx	$x^1$	$f x^1$	$x^2$	$f x^{1,2}$
89-93	2	91	182	2	4	4	8
84-88	4	86	344	1	4	1	4
79-83	9	81	729	0	0	0	0
74-78	7	76	532	-1	-7	1	7
69-73	3	71	213	-2	-6	4	12
64-68	3	66	198	-3	-9	9	27
$\Sigma$	<b>28</b>	<b>471</b>	<b>2198</b>	<b>-3</b>	<b>-14</b>	<b>19</b>	<b>58</b>

Based on the table above, it can be seen that the number of interval is 6 and interval width is 5, and the writer found the average (mean): 78.5 and the standard deviation is 7.14. It means that the writing ability of the students after being taught through drama is categorized in **good** level. (The calculation is presented in appendix 2). A heuristic activity can be seen as follows.



**Figure 4.2.3 The figure of the writing ability of the eleventh grade students of MAN 2 Kudus in Academic Year 2011/2012 after being taught through drama.**

Thus, from the figure above, it can be seen that the highest frequency of writing ability on post test is 79-83 at level 9 and the lowest one is 89-93 at level 2.

From all the data above, the recap of the English achievement (listening, speaking, writing) of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012 can be drawn as the following:

**Table 4.2.3c The English Achievement (Listening Ability, Speaking Ability, Writing Ability) of the Eleventh Grade Students of MAN 2 Kudus after being Taught through Drama in Academic Year 2010/2011**

English Achievement	Mean Score	Category
Listening ability	85.18	good
Speaking ability	74.14	good
Writing ability	78.5	good

**C. The Significant Difference of the English Achievement (Listening Ability, Speaking Ability, and Writing Ability) of the Eleventh Grade Students of MAN 2 Kudus before and after Being Taught through Drama in Academic Year 2011/2012**

The significant difference of the English Achievement (Listening Ability, Speaking Ability, and Writing Ability) of the Eleventh Grade Students of MAN 2 Kudus before and after Being Taught through Drama in Academic Year 2011/2012 can be obtained by testing the hypothesis as follows:

## **1. The Hipotesting of Significant Difference of the Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 before and after being Taught through Drama**

The hypothesis testing is done by the statistical or null hypothesis ( $H_0$ ) which means there is no significant difference between two variables. On the other hand, null hypothesis will be **accepted** if there is a significant difference and alternative hypothesis ( $H_1$ ) will be **rejected**.

To determine there is a significant difference between the listening ability of the XI science 04/BCS 02 students of MAN 2 KUDUS in Academic Year 2011-2012 before and after being taught through drama or not, the hypothesis testing is calculated by the statistical or null hypothesis as follows:

$$H_0 : \mu_1 = \mu_2$$

It means there is no significant difference between the listening ability of the XI science 04/BCS 02 students of MAN 2 KUDUS in Academic Year 2011-2012 before and after being taught through drama.

$$H_1 : \mu_1 \neq \mu_2$$

It means there is a significant difference between the listening ability of the XI science 04/BCS 02 students of MAN 2 KUDUS in Academic Year 2011-2012 before and after being taught through drama.

Notes:

$\mu_1$ : the mean of the listening ability of the XI science 04/BCS 02 students of MAN 2 KUDUS in Academic Year 2011-2012 before being taught through drama

$\mu_2$ : the mean of the listening ability of the XI science 04/BCS 02 students of MAN 2 KUDUS in Academic Year 2011-2012 after being taught through drama.

**Table 4.3.1 The Summary of T-Test Result of Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012**

Test	N	Mean	Standard Deviation	Df	T-table	T-Observation
Pre-test	28	69.5	7.39	27	2.06	12.37
Post-test		85.18	5.42			

Table 4.3.1 indicates that teaching listening taught through drama gives a significant difference on the listening ability of the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012. The t-observation ( $t_0$ ) obtained 12.37 is greater than the t-table 2.06 in the predetermined level of significance 0.05 [**df (27) = 2.06**] and the alternative hypothesis is **confirmed**. It means there is a significant difference of the listening ability of the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012 before and after being taught through drama.

## 2. The Hypotesting of Significant Difference of the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus before and after Being Taught through Drama in Academic Year 2011/2012

After processing the data found, the mean of the post test is better than the pre test.  $74.14 > 59$ . The t observation ( $t_0$ ) is 8.41, the level of significant (df) is 2.06. Since t observation ( $t_0$ ) has found, the researcher has to consult to the t-test table. In this case, t observation of 8.41 was higher than the value under the 5% column (2.06). Therefore, the mean difference of students significance 5% (df(27) = 2.06 p: .06) can be concluded that there is significant different between the speaking ability of the eleventh grade students of MAN 2 Kudus before and after being taught through Drama in Academic Year 2011/2012.

The hypothesis of this research states that there is significance difference between the speaking ability of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in Academic Year 2011/2012.

To know the hypothesis testing of this research if there is significance difference of the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 is confirmed or rejected, the researchers analyze the data by usingt-test. The calculation result in the level of significance of the research is 0.05 and degree of freedom which is counted from  $N - 1$  is 27, the writers find that the t-table is 2.06 meanwhile the calculation result t-observation is 8.41. So, to compare  $t_0$  with t-table according the following criteria :

If  $t_0 < t\text{-table}$  ( on the level of significance of 5 % ) : It means that the Alternative Hypothesis (  $H_a$  ) is rejected and the Null Hypothesis (  $H_0$  ) is confirmed.

If  $t_0 > t\text{-table}$  ( on the level of significance of 5 % ) : It means that the Alternative Hypothesis (  $H_a$  ) is confirmed and the Null Hypothesis (  $H_0$  ) is rejected.

Based on the criteria above, it shows that *the null hypothesis is rejected* and the *alternative is confirmed* because the value of the t-observation is higher than t-table ( $t_0 = 8.41 > t_t = 2.06$  ).

Table 4.3.2 The summary of t-test result of eleventh grade students of MAN 2 Kudus in academic year 2011/2012

Test	N	Mean	Standard Deviation	Df	T-table	T-Observation
Pre Test	28	59	5	27	2,06	8.41
Post Test		74.14	7.25			

Table 4.3.2b indicates that teaching speaking using drama gives a significant difference on the speaking ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 . The t observation ( $t_0$ ) obtained (8.41) is higher than the t-table (2.06) in the predetermined level of significance 0.05 (df (27) = 2.06 ) and the alternative hypothesis is accepted. It means there is a significant difference of the speaking ability of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in Academic Year 2011/2012.

### **3. The Hypothesizing of Significant Difference of the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus before and after Being Taught through Drama in Academic Year 2011/2012**

Hypothesis is an opinion, which is sometimes possibly true or false. It will be unacceptable if it is false. The hypothesis testing is done by the statistical or null

hypothesis ( $H_0$ ) which means there is no significant difference between two variables. On the other hand, null hypothesis will be rejected if there is a significant difference and alternative hypothesis will be accepted.

In finding a significant difference between two variables, the writers conducted t-test for dependent sample. The complete calculation of t-test can be found in Appendix 3.

To find out if there is any significant difference between the writing ability of eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after being taught through drama, the writers test the hypothesis by using the statistic hypothesis thesis as follows:

$$H_0 : \mu_1 = \mu_2$$

It means there is no significant difference between the writing ability of eleventh grade students of MAN 2 Kudus in Academic Years 2011/2012 before and after taught through drama.

$$H_a : \mu_1 \neq \mu_2$$

It means there is significant difference between the writing ability of eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after thought taught drama.

To test the hypothesis, the writers use statistical t-test method to analyze the data on the level of significant 0.05, the degree of freedom (df) = (N-1) = 28-1 = 27. On the level of significant 0.05 the value of t-table is 2.06. On the other hand the

calculation of t-observation of this result is 10.3 (the calculation is presented in Appendix 3). The Summary of T-Test result of eleventh grade students of MAN 2 Kudus in Academic Year 2011/2012 before and after being taught through drama are presented as follow.

**Table 4.2.3.The Summary of T-Test Result of Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012.**

Test	N	Mean	Standard Deviation	DF	T-table	T- Observation
Pre test	28	64.9	5.68	27	2.06	10.3
Post test		78.5	7.14			

The table above indicates that teaching writing taught through drama gives significance on the writing ability of the eleventh grade students of MAN 2 Kudus in Academic Year 2011/2012. The t observation ( $t_o$ ) obtained (10.3) is higher than t-table (2.06) in the predetermined level of significance 0.05 (df (27=2.06), so the null hypothesis ( $H_0$ ) states that there is no significant difference between the writing ability of eleventh grade students of MAN 2 Kudus in academic years 2011/2012 before and after being taught through drama is rejected. Meanwhile, alternative hypothesis ( $H_a$ ) states that there is significant difference between the writing ability of eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after being taught thought drama is accepted. Therefore, the writers conclude

that there is significant difference between the writing ability of eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after being taught thought drama.

## **D. Discussion**

The discussion of the research findings is presented in this chapter dealing with the English achievement of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2010/2011. The discussion covers listening, speaking and writing ability.

### **1. The English Achievement of the Eleventh Grade Students of MAN 2 Kudus in the Academic Year 2011/2012 before being Taught through Drama.**

#### **a. The Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 before being Taught through Drama**

The result of the data shows that before the student are being taught by using drama, their listening ability is classified as **sufficient**. It is shows in students' pre-test score, students got minimum score is 52, maximum score is 84, mean of pre-test is 69.5 and the standard deviation is 7.39. Students were still difficult to understand the monologue text or identify the text in the pre-test that given before the treatment or before the writer taught drama in teaching listening.

In the previous description, the lack of the listening ability of the eleventh grade students of MAN 2 KUDUS caused by several reasons. One of them is the technique of teaching used by the teacher in handling the listening practice. In

addition, the minimum frequency of practicing English listening in the real situation make the students uninterested to improve their listening ability. In teaching listening process, students felt bored because students didn't practice the real monolog text. It is showed on their score in pre-test, students got sufficient score.

**b. The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus**

**before being Taught through Drama in Academic Year 2011/2012**

After calculating and analyzing the data, the researcher found that mean of the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012 is 59 and the standard deviation is 5. Based on the table of interpreting score, it belongs to **sufficient** ability.

From the result above, the researcher concludes that the most of the students still quite difficult to express their idea and did not understand well the materials are given by the teacher. The teacher uses a monotone way in teaching learning process. The teacher just explains the material, opens the book, and gives a homework. Students are quite hard to explore their idea using spoken language. The teacher never uses another technique in teaching speaking. It makes the students of MAN 2 Kudus get bored, because they have a lack of interest. It is difficult to stimulate the students to have a high attention to learn and to understand the material. It can be seen that they are not able to do retelling story optimally. Therefore, the result of pre test is sufficient.

**c. The Writing Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before being Taught through Drama.**

Before the writers use drama as a technique of teaching writing, the writers have done the pre-test first for the eleventh grade students of MAN 2 Kudus in academic year 2011/2012. This test is useful to know the writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 before being taught through drama.

Based on the result of the research, the writers analyzed the writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 before being taught through drama. The writers found the highest score is 80 and the lowest score is 57. From the calculation, the average score (Mean) is 64.9 and the standard deviation is 5.68. The calculation is presented in appendix 1.

From the data of the pre-test score, it means that the writing ability of the eleventh grade students before being taught through drama is categorized in sufficient level. It happens because the technique of teaching of the teacher mostly the same from the different topics. The teacher almost always uses PPP technique to teach the students it is same with the other teacher technique. So it does not develop their idea in writing skill and the students can not share with other friends about their idea that they have. The other technique of teaching English that usually applied is presentation, but the technique is good to improve their speaking ability, it can be seen when they performed their drama, some of them spoke English fluently in drama performance but still had some mistake. The teacher ever uses grammar translation method (GTM) to teach writing. But, their writing ability are still low, it can be seen in the result of pre-test. There are some students who less capability to write in accordance with the criteria for writing. Those are content, organization,

grammar, vocabulary and mechanic. In pre-test the writer gives the text about narrative in title Malin kundang story because Narrative text is the most difficult to write by the students and Malin Kundang story is a popular story from sumatra island. The result of pre-test shows that some of students have mistake in the content, grammar and also mechanic of the story.

**2. The English Achievement the Eleventh Grade Students of MAN 2 Kudus in the Academic Year 2011/2012 after being Taught through Drama.**

**a. The Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 after being Taught through Drama**

After being taught through drama, the listening ability of the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012 is categorized as **good**. The improvement of the listening ability of the students can be seen from the increasing number of mean in pre-test and post-test. Students got minimum score is 68, maximum score is 96, mean of post-test is 85.18, and the standard deviation is 5.42. It improves students score from minimum score is 52 of pre-test increases to minimum score is 68 of post-test, from maximum score is 84 of pre-test increases to maximum score is 96 of post-test, and mean of pre-test is 69.5 increases to 85.18 of post-tests' mean. Students got the high score of their post-test score because during drama treatment, students were interested and enthusiasm to join the drama performance. By using drama, students can show up their ability and be more active.

**b. The Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus after being Taught through Drama in Academic Year 2011/2012**

In this research, the writers held six meetings to teach speaking ability by Drama for the eleventh grade students of MAN 2 Kudus in the academic year 2011/2012. The writer taught the students one meeting as a pre-test, four meetings as a treatment, and the last one meeting as an post-test.

The data of the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through drama in academic year 2011/2012 shows that Mean is 74.14 and the Standard Deviation is 7.25. It indicates that after being taught through drama, they have a good speaking ability.

Based on the result above, it can be seen that the mean of the students after being taught through drama is higher than before taught through drama. Then it can be concluded that the speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through drama in academic year 2011/2012 shows the better result than before. Drama can be treatment six times. It can be explained that taught through drama can lead the students to improve the speaking ability of the students. It is because drama as the technique in teaching speaking English can help the speaking ability of the students more deeply. Drama makes the students are enthusiastic, more active, have higher attention and motivation to learn improve their speaking ability.

Drama is something new for the eleventh grade students of MAN 2 Kudus in their teaching learning process. Students are attracted in joining the treatment by using being drama in class. It can be shown from their whole participation in joining drama, they have a high willingness in joining the drama. Drama places the learners

in situations that seem real. Students use the target language for specific purposes, so language is more easily internalized therefore language is easily remembered.

In addition, drama can improve the students speaking ability, the students of MAN 2 Kudus are easy to retell the story and they are able to do the post test more optimally. It can be seen that the result of the post test is good.

**c. The Writing Ability of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 after being Taught through Drama.**

Based on the result of the writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 after being taught drama, the mean is 78.5. The writer got the highest score is 93 and the lowest score is 64 from the data of eight twenty students of eleventh grade students and the standard deviation is 7.14. The calculation is presented in appendix 2. It is categorized in good level. The writers use drama to teach writing for six meetings.

Before the writers conduct post-test to the students, the writers give a treatment by applying drama as a technique of teaching writing. In this research, the writers do this treatment for six meetings. The writers only focus on narrative text as a material of teaching, because it is most difficult materials to the students. There are several types in teaching writing taught through drama.

The first step, oral discussion and explanation. The writers gave information about narrative text. The writers asked the students if they knew the structure of narrative text, then the writer discussed about that with the students. The main purpose of this step was to review the narrative text. In this step the writers also

explain about drama, how to write script of drama and giving additional information about narrative text.

The second step, the writers divide the students to several groups. Then the writers prepare several story of narrative text, each groups must choose one of the story. After choosing the story, the groups made a script based on the story which they chose. In this step, the writers gave a time to the students to made a scrip while accompanying in making script of drama.

The third step, after making a script. Each groups performed their drama in front of the class. When the first group performed their drama the other groups did the students worksheet. They had to write a narrative text based on the first group's drama and go on. After that the students submitted their students' worksheet.

After giving the treatment for the students, the writers conduct the post test. They analyzed and found there is a difference between before and after being taught through drama. They found the highest score is 93 and the lowest score is 64 from the data of eight twenty students of eleventh grade students and the standard deviation is 7.14.

It can be seen that the writing ability of the eleventh grade students after taught through drama is better than before taught through drama in teaching. Because drama can develop their idea it is happens when they make a script. Drama also makes the students interested in studying English because they can share with others about their idea specially in making a script. The other reasons are the students know some of new vocabulary and punctuation so it will increase their writing skill. So the

writing ability of the eleventh grade students of MAN 2 Kudus after being taught through drama in better than before.

**E. The Significance Difference between the English Achievement of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 before and after being Taught through Drama**

**1. The Significant Difference between the Listening Ability of the Eleventh Grade Students of MAN 2 KUDUS in Academic Year 2011-2012 before and after being Taught through Drama**

After calculating all result of pre-test and post-test score, writers got the data that the students reach a significant difference in their pre-test and post-test result. They get a better score in their post-test result. In pre-test score, the minimum score was 52 up to 68 of minimum score of post-test, and the pre-test score from the maximum score 84 up to 96 of maximum score of post-test, and the mean of pre-test is 69.5 up to 85.18 of post-tests' mean. It shows that after they have the treatment of applying drama, they are able in improve their listening ability. This indicates that students are able to improve their listening ability.

Drama is a new technique for the eleventh grade students of MAN 2 KUDUS in their teaching learning process. Students are attracted in joining the treatment, train, and practice the performance by using drama in class. It can be shown from their whole performance, they have a high enthusiasm in joining the drama performance.

Drama helps the students be more active in listening, in another word the students be more active in teaching learning process, and also be able to comprehend

the purpose and essence of English conversations. They sometimes compose their own drama script, or paraphrase some outstanding drama scripts. After that they act the script on the stage by trying to apply the drama show techniques, including not only how to have the appropriate body movement, facial expression, costume, characterization, but also how to use correct word stress and sentence stress in order that they have good speaking and listening that is easy to be comprehended.

By practicing and understanding this drama, there are several main benefits.

There are;

1. Stimulating creativity in problem solving.
2. Increasing students' confidence in public or in front of the class.
3. Improving students to have open minded.
4. Allowing students to communicate with and understand others in new ways.
5. Motivating students in drama to learn to *work together*, to cooperate, and to find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others.
6. Helping students develop *tolerance* and *empathy*.
7. *Reinforcing* the rest of the school curriculum.

After inputting the data, the writers found that the mean of the post-test is better than the pre-test result ( $85.18 > 69.5$ ). The t-observation ( $t_0$ ) is 12.37, with the degree of freedom (df) is 27. Since t-observation ( $t_0$ ) found, the writer has to consult to the t-table. Glan (cited in Lisniawati, 1998) states that to be significant, your t-value must be higher than the values noted on T-table. In this case, t-observation of

12.37 is higher than  $t_t$  2.06. It means that there is significant difference of the listening ability of the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012 before and after being taught through drama.

Sukardi (cited in Lisniawati, 2008) states that null hypothesis is rejected and alternative hypothesis is accepted since t-observation is higher than t-table, [ $t_0$  (12.37) >  $t_t$  (2.06)]. From this result, it can be concluded that there is a significant difference proved by the data from the research. The calculation shows that there is a significant difference between the listening ability of the eleventh grade students of MAN 2 KUDUS in Academic year 2011-2012 before and after being taught through drama.

Thus, the confirmation of the research hypothesis shows that drama is **effective** in improving the listening ability of the eleventh grade students of MAN 2 KUDUS in academic year 2011-2012.

## **2. The Significant Difference between the Speaking Ability of the Eleventh Grade Students of MAN 2 Kudus before and after being Taught through Drama in Academic Year 2011/2012**

The result of the experiment shows that the hypothesis of the research is confirmed. Based on the calculation of t-testwith the level of significance 0.05, the Degree of Freedom is 27, and the t-table ( $t_t$ ) is 2.06, t-observation ( $t_0$ ) is obtained 8.41. In other words, t-observation is higher than t-table ( $t_0= 8.41 > t_t = 2.06$ ). Therefore, the null hypothesis ( $H_0$ ) that states there is no significant difference between the speaking ability of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in the academic year 2011/2012 is **rejected**.

In detail, after being taught through drama, the Mean is 74.14 or categorized as good. It is higher than the Mean of the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012 which is 59 or categorized as sufficient. Therefore, the hypothesis of the research that states that there is a significant difference between the speaking ability of the eleventh grade students of MAN 2 Kudus before and after taught through drama in academic year 2011/2012 is **confirmed**.

The speaking ability of the eleventh grade students of MAN 2 Kudus after being taught through drama in academic year 2011/2012 is better than the speaking ability of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012. It is because drama is very interesting technique in teaching speaking and learning English process. So, the students do not feel bored. This experiment is successful. This condition happened to the students of MAN 2 Kudus when they got the treatment, which then continue by post test. It was interesting because it was done successful. Of course, the students' speaking ability score in the post test is higher than the pre test score. The students of MAN 2 Kudus felt easier to speak English through drama, even though they have not been perfect.

### **3. The Significant Difference between The Writing Ability of The Eleventh Grade Students of MAN 2 Kudus in Academic Year 2011/2012 before and after being Taught through Drama.**

Based on the result of the pre test, the writers analyzed the writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 before

being taught through drama. The writers found the highest score is 80 and the lowest score is 57. From the calculation, the average score (Mean) is 64.9 and the standard deviation is 5.68. While, the result of post test, it is known that the Average score (Mean) of the writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 after being taught through drama is 78.5 and the Standard Deviation is 7.14.

From those data can be seen that the result of the writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 after being taught through drama from before being taught through drama. The writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 after being taught through drama more effective than before being taught through drama. Drama also gives a chance to the students to improve their writing skill and students can share the ideas. It can be seen from the score of pre test and post test. The result of post test highest than pre test score, which are the highest score is **93** and the lowest score **64**. While, before being taught through drama the highest score is **80** and the lowest score is **57**.

After getting the data of pre test and post test score, the writers used t-test to find out if there is a significant difference between the writing ability of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012 before and after being taught through drama. It is found that score of t-observation is 10.3 in the level of significance (0.05) and the degree of freedom (df)27 which is gained from N-1 t-table is 2.06. The writer concludes that the t observation ( $t_o$ ) obtained (10.3) is higher than t-table (2.06) in the predetermined level of significance 0.05 (df

( $27=2.06$ ). Therefore, the writer concludes that there is significant difference between the writing ability of the eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before and after being taught thought drama.

Based on the finding of the research above, the writing ability of the eleventh grade students of MAN 2 KUDUS in academic years 2011/2012 before being taught drama the average score (Mean) is 64.9. It is categorized as "**Sufficient**". Otherwise, after being taught through drama got the Average score (Mean) is 78.5. It is categorized as "**Good**".



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is devoted to present the conclusion related to the research questions and to recommend some suggestion for practical use and further research.

#### **A. Conclusion**

To complete this research, the researchers conclude that drama is effective to improve the English achievement of the eleventh grade students of MAN 2 Kudus. It is proved after getting the statement of the problems answers as follows:

1. The English achievement of the eleventh grade students of MAN 2 Kudus before being taught through drama in academic year 2011/2012 is categorized as sufficient. (Mean of listening ability = 69.5, mean of speaking ability = 59, and mean of writing ability = 64.9)
2. The English achievement of the eleventh grade students of MAN 2 Kudus after being taught through drama in academic year 2011/2012 is categorized as good. (Mean of listening ability = 85.18, mean of speaking ability = 74.14, and mean of writing ability = 78.5).
3. There is significant difference of the English achievement of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in academic year 2011/2012 (for **listening ability** the level of significance is 5% and the degree of freedom is 27 ( $t\text{-table} = 2.06 < t\text{-observation} = 12.37$ ); for **speaking ability**, the level of significance is 5%, and the degree of freedom is 27 ( $t\text{-table} = 2.06 < t\text{-observation} = 8.41$ ); and for **writing ability**, level of

significance 5% and degree of freedom 27. ( $t$ -table = 2,06 <  $t$ -observation = 10.3)

From the information above, the researchers can conclude that the use of drama is effective to improve the English achievement of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012. It is proved the mean of post test of eleventh grade students is higher than the mean of pre test of the eleventh grade students of MAN 2 Kudus in academic year 2011/2012.

## B. Suggestion

Based on the result of the research, the writers propose some suggestions as follows:

### (i) Practical Suggestions

Teachers are suggested to use drama as an alternative media in teaching listening, speaking, and writing Teachers.

### (ii) Suggestions for Further Research

a. More extensive researches on drama as a medium of teaching English could be conducted in more varied settings, subjects, and techniques.

b. More intensive research on drama as a medium of teaching English could be extended on the wider area of English language skills and components.

