ISCE
Journal of Innovative Studies on Character and Education
Volume 1 issue 1, Year 2017

USING DRAMA TO DEVELOP STUDENT'S SPEAKING SKILLS TO THE SECOND GRADE STUDENTS OF ESCOLA TEKNICO PROFESIONAL OE – CUSSE

Jose Antonio Sarmento[1] and Salomão Messac[2]
Institute Superior Cristal, Dili – Timor Leste,
Jsarmento_76@yahoo.com

ABSTRACT

This study is a Classroom Action Research which is aimed to find out the developing speaking skill through the using drama to the second grade students of the Escola Tekniku profesional in Oe-cusse in the school year 2017. This objective of this research was conducted to answer the following questions (1) can drama develop the students English speaking skill?, (2) Are there any significant differences between before and after the implementation of using drama to develop speaking skill? Based on the result of conducting research, it shows that there were developing in students speaking skill after the implementation teaching English speaking by using drama. The process of teaching and learning English speaking using Drama method was going smoothly and the most of the students were enthusiastic. This strategy of drama is not a challenge the students but it could be considered as one of the enjoyable activities for the students in teaching and learning process in the class. It could also bring positive effect for the teacher and students in the class to avoid the violence and create peace education atmosphere in the class because the students could evoke among others feeling to express their ideas without worrying and happy to interact with pairs spontaneously and simultaneously with the body language movement.

Keywords: drama, speaking skills, second grade students

INTRODUCTION

Language research is the most important to produce the innovative method of teaching and learning language strategy for the ESL and EFL learners in order to facilitate the language learners to acquire the knowledge and skills of language system efficiently and effectively. Wonglekha (2010) said that in a global society currently, English is considered as an international language spoken throughout the world and it plays important role in the people's ways of life. From the influence of information technology and communication, English becomes more important because it is the means of communication, knowledge seeking from various sources including career.

In Timor Leste, English is one of language which is being taught as a foreign language from elementary up to university level in Timor Leste. It is also now taught as a compulsory subject in every school. English language is not only important globally but also regionally level like ASEAN regions, it becomes more important for the

Timorese learners because if the Timor Leste becomes members of ASEAN countries, the working language of ASEAN shall be English as a lingua franca. This means English is used as the means for communication among ASEAN nations in terms of government sectors as well as other organizations related both in government and private sectors. Therefore, English is the first priority for the people of ASEAN to create the relationship among the countries without borders in terms of geography and culture, and the world of competiveness. English becomes a second language as important as the first language of every nation.

Even though, our Constitutional of Republic Democratic of Timor Leste, article 13 says that Portugues and Tetum are legally considered official language and English is for working language. However, in the Curriculum of Education in Timor Leste, the subjects of both foreign languages of English and Portuguese are categorized for the national exam in the level of pre-secondary and secondary schools.

In the Escola Teknico profesional Oe-cusse, English is taught as a compulsory subject unfortunately, the teaching and learning process that occurs at class is now still using traditional method where the English text book must be explained to the students with the Baiqueno, Tetum or Indonesia language. This is why, once the students step out from the class, they always forget whatever they have learnt from the class and they are still unable to express their own ideas with the English to interact among each other.

Based on the previous study conducted at Palaban senior High School – one public senior high school in Pante - Makasar of Oe-cusse district in Timor Leste– on July 28th to August 16th 2005, the researcher found out some problems related to the instructional activities in this school as following problems; 1) the students have low speaking ability, 2) the students have low motivation in learning English; and 3) the teacher still uses monotonous and inappropriate teaching techniques.

Considering the problems faced by the teacher above, it can be said that the English teacher of Palaban senior High School still meets some serious problems in teaching and learning process. The three problems– the students' low speaking ability, the students' low motivation in learning English, and the teacher's monotonous and inappropriate teaching techniques are needed to be improved. Referring to the result of the observations, informal interview, fair study, and analysis above, the researcher

supposes that the above unsatisfactory proficiency of the students' speaking is not caused mainly by the students' low motivation, high anxiety, or limited vocabulary rather, the primary cause of their poor skill is the inapt technique of the teachers utilize and the inadequate to facilitate students' speaking.

The monotonous and inappropriate teaching technique used by the teacher might cause low motivation on the students in learning English which affect students' ability in speaking skill. Most students are unmotivated in learning as the result of the teacher's monotonous teaching techniques. The students soon get bored and uninterested in learning. When they are always exposed to the monotonous instructional activities, therefore, they do not participate actively. It is impossible for the students learning English with low motivation to have good speaking ability if they are inactive during the instructional process. For example, the students with low motivation will be defensive to use their English in oral communication while monotonous classroom does not stimulate them to participate in classroom interaction. In fact, whether or not the students' speaking ability improves is greatly influenced by the intensity and frequency of their participation in oral communication. So, it can be said that the root of the three problems above is the monotonous and inappropriate teaching technique used by the teacher.

Hence, it needs to propose the appropriate technique to overcome the students' low speaking ability. It is the responsibility of the teacher to find out effective techniques for presenting the materials in order to stimulate the students' positive attitude toward the speaking class (Burns & Joice, 1997:10).

Comparing to other techniques, role-play seems the most interesting one for the students. In role-playing technique, the students act or pretend to be someone else in the actual world situation that is brought into the classroom. Utilizing the technique, peer learning is also encouraged and sharing of responsibility between the teacher and the learner in the learning process takes place.

The implementation of teaching English at present is based on the Content Standard. Its target is to have the students reach an informational level of literacy. It means that the students are expected to be able to access knowledge by using English (Constitution 2001). It is in line with the idea of Wells (1987, in Alwasilah, (2006:109)

that learning a language, basically, aims at developing 'the four levels of literacy, namely performative, functional, informational, and epistemic levels'.

These four levels of literacy respectively refer to the ability to read and write, the ability to use the language in everyday communication, the ability to access knowledge, and the ability to transform knowledge.

Alwasilah (2006:110) proposes that the four levels of literacy are taught in stages in accordance with the levels of education: the first level of literacy is taught to elementary school pupils, the second level to junior high school students, the third level to senior high school students, and the fourth level to university students.

O'Malley and Pierce (1996) say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In addition, Burn and Joyce (1997: 54-55) state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Lado (1964: 51) states that to know the language is to use it. He further states that students do not know a sentence until he can speak it.

In fact, the English instruction in some Senior/Junior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari, 2000:27). Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged. We cannot deny the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. However, the most important thing is that we, as

the English teachers who are directly involved with the instructional activities which must try to look for the best solution to overcome the problems in order to reach the target of the teaching English.

From the reasons aforementioned, the school should have urgent developed curriculum and new method for the English language communication teaching for the learners become active and creative learning based on the demands and needs of the globally societies through the conducting research.

The researcher believes that the teachers of English should readjust themselves in teaching in terms of teaching approaches, techniques to create the learning atmosphere for learners to be interested and eager practicing speaking and enabling them to use it without any concern which will change their attitude for their study.

As the phenomenon of the class that observed, the researcher found that teaching speaking English through dramatic activities from experts also language teachers who have applied drama in their teaching and found that the activities could be effective in teaching English especially in speaking skill teaching. As Khaemanee (2011) mentioned that dramatic activities can make the activities lively and meaningful for students and at the same time they have more fun involving in the activities. And also Thongnuan (2011) disclosed that the benefit of the dramatic activities that they can improve the students' interesting listening and speaking skills effectively.

By using the drama activities, the students can express themselves in terms of emotion, tone, facial expression, acting appropriately and they can use those conversations in their daily lives. Furthermore, the schools should provide dramatic activities in English for external curriculum to develop students' potential in using English language for communication enabling the learners to use English as daily communication to search for their knowledge and to find jobs in ASEAN as well as in the global markets.

Based on some reasons mentioned above, the researcher as the teacher of English at a higher secondary school has learned the problems for the students well. Therefore, he is really interested to conduct his research" Using Drama to Develop Interesting Speaking skills to the Third grade students of Escola Teknico Profesional in Oe – cusse in the school year 2017".

The researcher believes that the students will acquire the communicative speaking skill from dramatic activities apparently they will be interested and eager to practice the language, develop their communicative speaking skill effectively since they can learn from their active learning, experience with their full potential, they can use the conversation in their daily lives.

Moreover, this can help the teacher teaches English smoothly especially with the mixed abilities under the cooperation among the groups. Hopefully, it will be useful to be used by the English teachers at this school or other people as one of teaching strategies among many other strategies in improving students' speaking ability.

Huang (2008), in her study, concludes that role play is really a worthwhile learning experience for both the students and the teacher. Not only students can have more opportunities to "act" and "interact" with their peers trying to use the English language, but also students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English.

This technique is chosen to improve the students ability of interesting speaking with practices in using English and encourages them to use other language naturally. The objective of the study is intended to describe how the speaking ability of the senior High School students to be improved through role-playing technique of drama. The result of this study is important to give practical contribution to the teaching of English, particularly at Escola Teknico Profesional in Oe-cusse in the school year 2017"**.** The use of role-playing technique would be profitable source to the English teacher as a reference of using role-playing technique to improve the students' speaking ability and a valuable technique for teaching speaking to be applied in the classroom. The findings of this study can be the procedures or guidelines in implementing role-playing technique so other English teachers in different school can implement the strategy to teach their students.

THEORETICAL FRAMEWORK

Richard-Amato, (2003:214-222) stated that drama is a unique tool to explore and express human feeling and also an essential form of behavior in all cultures which is considered as a fundamental human activity. In this site we are investigating the benefits Drama can have on child development when applied functionally within a primary classroom. Drama has the potential, as a diverse medium, to enhance cognitive, affective and motor development. A high degree of thinking, feeling and moving is involved and subsequently aids in the development of skills for all other learning within and outside of schools (transfer of learning). Drama is a discrete skill in itself (acting, theatre, refined skill), and therefore it is offered as a 'subject' in secondary school. However, Drama is also a tool which is flexible, versatile and applicable among all areas of the curriculum.

Fletcher R. H (1918) defined that drama is the imitation of the complete action, adapted to the sympathetic attention of man, developed in a succession of continuously interesting and continuously related incidents acted and express by means of speech and the symbols, actualities and condition of life. Others words, drama is a prose or verse composition, especially one that tells a serious story intended for representation by actors who mimic the characters and perform the dialogues and action of the written narrative.

Wessels (1987: 8) said that drama in education uses the same tools employed by actors in the theatre. In particular, it uses improvisation and mime. But while in the theatre everything is contrived for the benefit of the audience, in classroom drama everything is contrived for the benefit of the learners". Wessels (1987: 7) also claims that "drama is doing. Drama is being." and also that "students learn through direct experience". Drama inhibits an active involvement of learners. Thus, the learners´ experience using a language in the classroom becomes similar to the real-life experience. The use of drama contributes to building a solid base that learners need to have in order to become competent and confident users of a foreign language.

Scrivener (1994: 69) explained some numbers of drama activities that are commonly found in English language teaching. First, role play – Role plays enable students to step outside themselves, to accept and change into a different character. Students either improvise or create their own character or they are given role-cards. In

either case, it has a stimulating effect and students feel freer to engage themselves in learning. Second, simulation - In the initial stages of their learning, students become acquainted with various roles starting from the simpler ones, usually those they are used to from everyday life i.e. a mother, a father, a shop assistant, a customer, a tourist etc., before they take up more complex ones i.e. a consultation, problem solving, plays etc. Third, drama games - Wessels points out that ´drama games´ should "involve action, exercise the imagination, involve both ´learning´ and ´acquisition´ and permit the expression of emotion." (1987: 29) All the elements mentioned help students to become actively engaged in learning and experience the dynamics of the learning experience. There are many forms of games with various functions i.e. ice-breakers, warm-ups, fillers, concentration games etc.

Fourth, Guided improvisation – This kind of practice requires the teacher to guide students through the initial stage of an activity. When students join in and become part of the evolving activity, they use their imagination and improvisation, than the teacher steps out and becomes more like an observer who helps if there is a need. This help might be in a form of suggestions or even joining back in the story if the progress of the students is slow or if they are finding the work too difficult. The following are examples of activities for guided improvisation: a scene of a crime; a company meeting; a summer camp at night etc.

Fifth, Acting play scripts – Cockett and Fox say that "it is important to remember that a

script is not a drama so much as a ´proposal for drama´." (1999: 85). Script becomes a starting point that provides great space for each individual to utilize his or her talents and bring personal aspects into the learning experience. Students are presented with the script by the teacher or even prepare their own. All the stages of preparation, practice, performance or even the afterward analyses and evaluation can be very effective tools in learning and reinforcing the use of a foreign language.

Sixth, Prepared improvised drama – Students themselves work and perform a story, a

situation or a number of situations. They can also work within given framework that is set by the teacher. It is students who are in charge of their work. The aspect of

ownership provides further motivation in order to succeed in the activity. The whole class can be involved in a more complex drama, although for practical reasons and affectivity, it might be more beneficial to have the students work in smaller groups.

Role-Playing Technique to Develop Speaking Skill

Considering how important a teacher should make his or her lesson classroom activity enjoyable, active, secure, and full of more exposure to language input and more choice to practice the languages, he or she needs to develop his or her teaching techniques. One of the techniques to be used in teaching the speaking skill is role-play. Role play allows students to explore their inner resources, empathize with others, and use their own experiences as scaffolds upon which credible action. As a result, students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with affective issues. Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while.

To reach the objectives of the role-play technique, some important aspects should be considered. Those aspects are learning and teaching activities, role of instructional materials, the procedure of role-play, the media and the setting of role-play, the students' role, and the teacher's role. According to Brown (2001: 183), role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. He suggests that role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective.

Role-Playing is "the act of imitating the character and behavior of a type of a person who is very different from yourself, either deliberately, for example as a training exercise, or without knowing it" (Collins Cobuild English Language Dictionary, 1994:1526). In this sense, the students pretend as someone else in the real world situation brought into the classroom. As a kind of guided conversation technique that is essential to the development of the speaking skill, role-playing provides framework in which the students build their own sentences but they may decide by themselves what they want to say (Valette and Disick, 1972:231, 235).

Some teachers have students write their own dialogue, and students generally like this because they can consider their own interactive needs. When students act out their dialogue, they become skits, the idea being for students to practice and then give a performance in front of the class. Role play activities are similar to skits in that students are expected to act. However, unlike skits, in role play, students are not provided with lines but are given a situation and roles to play

(Gebhard, 2000:176). Shaftel (1967, in Richard-Amato, 2003:223) proposed 11 steps in implementing role-playing technique. Those are introducing the topic, stimulating student interest, presenting new vocabulary, reading a story that clearly identifies a problem, stopping the story at the climax, discussing the dilemma, selecting students to play the roles, preparing the audience to listen and later to offer advice, acting out the rest of the story, discussing alternative ways of dealing with the problem, and replaying the plays using new strategies if necessary.

Huang (2008) applies six major steps in the procedure for the role play activities in her classes. Those are 1) Deciding on the Teaching Materials, 2) Selecting Situations and Create Dialogs, 3) Teaching the Dialogs for Role Plays, 4) Having Students Practice the Role Plays, 5) Having Students Modify the Situations and Dialogs, and 6) Evaluating and Checking Students' Comprehension.

The Use of Drama and its Benefits

There are manifold benefits when drama is used in teaching a foreign language. It has the potential to function as a catalyser of a learning process. The following aspects give valuable insights showing the potential of the use of drama in learning a foreign language.

First, Meaningful situations - Language should be "used in meaningful situations"

(www.melta.org.my). Among essential prerequisites for the language to be introduced belong meaningful situations or context. The teacher's task is to secure, that the context is in a maximum possible way appealing to the students. An appropriate context provides an opportunity for students to practice a foreign language in the atmosphere of mutual co-operation; it stimulates them to release their creative potential and to apply

their artistic talents inherent in each individual. Students are motivated, they experience a sense of achievement and this reinforces their learning.

Second, Reinforcement of the language - Drama activities can be used as "a means of reinforcement of language learnt" (www.melta.org.my). Using drama, the teacher has numerous opportunities for the foreign language to be practiced. The source of teacher's inspiration can come from all the different aspects that drama provides when it is performed on the stage by actors. The classroom can in a way become a stage providing a powerful means for the reinforcement of the use the language.

Third, Enjoyable learning - Learning and teaching a foreign language can be "enjoyable, stimulating and meaningful when combined with drama activities" (www.melta.org.my). Using drama is enjoyable and fun; it creates an atmosphere conducive to learning and helps students to overcome the fear of making mistakes and the fear of using the foreign language in front of others.

Fourth, Mixed level classes – "The problem of mixed ability is reduced when drama activities are used." (www.melta.org.my). Classes where a foreign language is taught are not homogenous and the teacher has to face situations where there are students of different levels. Drama performance in the theatre gives different actors different roles and different space to perform them and this principle can also be applied in the classroom arrangement. More advanced students assume more advanced roles, using more complex language than the less advanced students. They can also become a role model for the less advanced students helping their progress. The main thing is that all students take an active part in learning and all benefit from the same activity.

Fifth, Deeper experience of learning - "language learning must appeal to the creative intuitive aspect of personality as well as the conscious and rational part." (www.melta.org.my). The use of drama stimulates students to take an active part in the learning process. Students´ involvement is complex. In order to react to the challenges that students are presented with or that are created by themselves as the activity progresses, the students´ personality plays a vital role. It involves the active use of their intuition as well as logic, conscious and rational part of their personality.

Drama and the Role of the Teacher

One of the fundamental challenges lies in the very personality of a teacher. It is not possible to introduce drama or drama techniques to students, if the teacher is not confident, or convinced about the benefits it brings. Furthermore, the teacher's introduction of drama affects the success or the failure of the whole learning process. It could either slow it down or even have a negative effect of alienating students and damaging the relationship they have with the teacher.

In order to introduce drama into teaching properly and effectively, it should be done gradually and in a sensitive manner. Forcing students to do something that they are not used to is counter productive. My teaching experience shows that while some students welcome drama almost instantly, others are much more reserved and even show resistance to use it. The teacher's encouragement and explanation helps all the students to understand its purpose and to feel comfortable.

Wessels (1997: 15, claims that "drama requires meticulous planning and structuring". As it was already mentioned, drama needs to be introduced gradually; activities should start from the simpler to more sophisticated ones. Students who are not familiar with drama need this approach to build their confidence in order to overcome their shyness and fears and only than, they feel relaxed and encouraged to perform in front of others.

Teachers need to consider the possibility how to achieve the set objectives. There are many aspects to be considered. One of these aspects is the proper introduction of the activity at the beginning, clearly communicating to the students what is the goal they should strive for, introduction of the environment, background, roles, rules, potential difficulties, timing etc. Teachers need to decide on the way of evaluation, correction and giving feedback to students. It is important for teachers to realize, that it is students who are actively involved in learning and their role in drama activities is not a central one. Teaching is learner oriented.

Speaking Skill

Brown (2001:267) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs.

We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener are a must to build up a mutual communication in speaking activity. The speaking skill is considered inseparable with the communicative approach. Communication is the way individual can show the feelings, ideas and thoughts which are used to ask questions, ask for help, argue, persuade, explain, and to manifest opinion among each other.

Richard & Nunan, (1992) provides the characteristics of communicative competence, that are (a) knowledge of grammar and vocabulary of the language, (b) knowledge of rule of speaking e.g., knowing how to begin and end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations, (c) Knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and (d) knowledge of how to use language appropriately. Spoken language is the most familiar form of language that is used by members of society in order to build relation among the social structures. In some social contexts, spoken language is used as the dominant form of communication (Burns and Joyce, 1997:13). In addition, Burns and Joyce state that even in other contexts where written language is given 'more status,' such as in educational context, spoken language is still needed.

Mastering the spoken language is not merely mastering its articulation and forms. The ultimate aim of mastery of spoken language is to communicate. This means that mastery of rule of speaking and conversational skill is necessary. In other words, the students must be able to use English for either interactional or transactional purposes. Therefore, the students must be taught about the acceptable expression of language functions and formulaic expressions when opening, responding, and terminating a conversation. For this reason, the teachers of English need to use teaching techniques by which the students can be involved in the communication actively.

Richards, J.C, (2008) he says that the mastery of speaking skill in English is a priority for many second-language or foreign language learners. Other words, oral skills have hardly been neglect in EFL/ESL course (witness the huge number of conversation

and other speaking course books in the market), through how best to approach the teaching of oral skills has long been the focus of methodology debate.

McCarthy and Carter (1997) explains that discourse and conversation analysis deal with the nature of spoken discourse and the purpose for which spoken are used. In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world or simply being together.

A competent speaker of a language needs to develop speaking skills in a great number of situations in order to send/receive a message and to be able to engage in meaningful communication. The presence of drama and its techniques is an ideal tool to stimulate and carry on different speaking activities with the focus on fluency, pronunciation, stress, intonation etc. It provides a field for sufficient practice in acquiring the language skill.

As students using drama become immersed in the activities, they no longer perceive the activity and the language they are learning as artificial, but they experience its use in a situation similar to the real life. Rather than learning the foreign language consciously, the language is unconsciously acquired. Furthermore, students who practice language in meaningful context and situations similar to the reality will more likely find it easier to use the language in real life situations.

Harmer, (1991: 53), points out that "in face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message". *These characteristics are essential and inseparable part of drama and they ought* to be incorporated into the learning process. They provide the teacher with another dimension that further stimulates and reinforces the use of the foreign language, particularly in speaking activities. Students express emotions through facial expressions, total physical response is a result of given commands and recommendations, pantomime stimulates reactions and comments.

An important dimension of conversation is using a style of speaking that appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interaction and also reflect the expression of politeness. It is considered the various ways of different social meanings of communication are;

a) got the time?
b) I guess it must be quite late now?
c) what's the time?
d) Do you have the time?
e) can I bother you for the time?

Lexical, phonological, and grammatical changes may be involved in producing a suitable style of speaking as following alternatives illustrate:

a) have you seen the boss?/ have you seen the manager? (Lexical)
b) whachdoin? What are you doing? (Phonological)
c) seen Joe lately?/have you seen Joe lately?

So, the different speech styles reflect perception of the social roles of the participants in a speech event. If the speaker and hearer are judged to be more or less equal status, a causal speech style that stresses affiliation and solidarity is appropriate. Speech styles creates the sense of politeness that is essential for harmonious social relatuions (Brown and Levinson, 1978).

Brown & Yule (1996) made a useful distinction between the interaction functions speaking which is to establish and maintain social relations and transaction functional which focus on the exchange the information. Jone, (1996) & Burns, (1998): talk as interaction; talk as transaction; talk as performance. Each of this speech activity is quite distinct in terms of form and function and requires different teaching approach.

METHOD

The method that used in this study is Classroom Action Research. This study is chosen to implement the teaching technique in the specific class in order to find out solutions to the classroom problems in the teaching of speaking skills. In conducting this research, the researcher was working collaboratively with local English teacher.

It is in line with the characteristics of the Classroom Action Research proposed by Kemmis and Mc Taggart (1988: 22-23) mentioned as the following steps : (1) it is carried out by practitioner or a classroom teacher rather than outside researchers, (2) it can be conducted collaboratively, (3) the aim of action research is changing things, and (4) action research is group activity. The subject of this research is Third year students

Natural and Social Program of the Escola Teknico Profesional in Oe-cusse Regency, Pante - Makasar sub- District of Timor Leste Country.

The researcher arranged two cycles, each cycles consist of Planning, Action, Observation and Reflection. The classroom action research applied for the third students of Escola Teknico Profesional Oe-cusse in Class A, B, and C. There are two cycles in this action research and in each cycle there are two meeting. The procedures of Classroom Action research will take several steps. Kemmis, S. (2011) has developed a simple model of the cyclical nature of the typical action research process (figure 1) each cycle has four steps: *plan, act, observe* and *reflect*.

In this research, the researcher used two kinds of research instrument. Test is used to measure students ' communicative competence especially in cognitive skill. The researcher uses observation sheet to analyze the condition when the research held. It is observed by researcher partner with the local English teacher.

This researcher analyzed the mean of pretest and posttest score to be compared and calculated with the *t*-test analysis. A descriptive technique is used to describe the students behaviour during the implementation of teaching and learning process by using Drama as the strategy to English Speaking skill in order to develop students' interesting speaking skill based on the classroom observation sheet that has been provided. Furthermore, the researcher also describes and analyses the process of implementation based on the process of observation sheet which has been made by his partner.

FINDINGS AND DISCUSSION

The result of pre test from the students' works in the forms of tables. Table 4.1 pre test result (*before the implementation using drama to develop speaking skills).*

Name	Meaning	Form	Vocabulary	Pronunciation	Score
1	5	**5**	6	6	6
2	4	**5**	4	6	5
3	6	**4**	5	6	5
4	5	**5**	5	5	5
5	5	**5**	6	6	6
6	4	**5**	4	6	5
7	6	**4**	5	6	5
8	5	**5**	5	5	5
9	5	**5**	6	6	6
10	4	**5**	4	6	5
11	6	**4**	5	6	5
12	5	**5**	5	5	5
13	5	**5**	6	6	6
14	4	**5**	4	6	5
15	6	**4**	5	6	5
16	5	**5**	5	5	5
					$\sum X_1 = 84$

Calculating the mean Scores of the Pre-test

Mean: $\bar{X} = \frac{\sum X}{N} = \frac{84}{16} = 5.2$

Table 4. 2 presents the result of students' **Post Test** scores after the implementation teaching English speaking by using drama indicate the level of secondary school of Escola Teknico Profesional (ETP) in Oe-Cusse,Timor Leste,.

Name	Meaning	Form	Vocabulary	Pronunciation	Score
1	7	6	8	7	7
2	8	9	6	6	7
3	6	7	9	8	8
4	9	8	8	9	9
5	7	6	7	7	7
6	8	7	9	8	8
7	8	7	9	8	8
8	8	6	7	9	8
9	7	6	8	7	7
10	6	7	6	8	7
11	8	9	9	7	8
12	8	6	8	9	8
13	9	6	8	7	8
14	6	7	6	9	7
15	5	8	9	8	8
16	8	6	8	9	8
					$\sum X_{2} = 123$

Calculating the men Scores of Post-test

Mean: $\bar{X} = \frac{\sum X}{N} = \frac{123}{16} = 7.7$

Table 4.3 presents the differences result between the Pre Test and Post Test Scores by the first grade students of elementary school of secondary school of Escola Teknico Profesional (ETP) in Oe-Cusse, Timor Leste, to measure the significant differences which is to indicate the drama as the strategy to develop students English speaking skills.

No	Pre test score	Post test score	D	D^2
1	6	7	1	1
2	5	7	2	4
3	5	8	3	9
4	5	9	4	16
5	6	7	1	1
6	5	8	2	4
7	5	8	3	9
8	5	8	3	9
9	6	7	2	4
10	5	7	2	4
11	5	8	3	9
12	5	8	3	9
13	6	8	2	4
14	5	7	2	4
15	5	8	3	9
16	5	8	3	9
	$X_{1=84}$	$X_{2=123}$	**$\sum D = 39$**	**$\sum D^2 = 105$**
	Pre-test = 5.3	**Post-test = 7.7**		

Based on the level of significance (α = .05) and degree of freedom is 15 which is indicated that the *t* table is 2.131. It is decided the ***t* test=10.8 ≥ *t* table 2.131.**

Based on the data above, the writer can conclude that ***t* test=10.8 ≥ *t* table 2.131.** It means that there is a significan t differences between pre test and post test or before and after the implementation of using Drama as the strategy to develop students speaking skill to the second grade students of secondary school of Escola Teknico Profesional in Oe-Cusse – Timor Leste. After comparing between the result of pre-test and post –test can be seen that the score of students increase.

Other words, it is suggested to the all the English language teachers, especially the local English teachers in Escola Teknico Profesional in Oe-Cusse can use Drama as

the method to teach the students in order to develop the students speaking skill in the process of teaching and learning English language at class as the foreign language acquisition.

Table 4. 4 presents the differences between pre-test and post-test were administered to the students in order to develop students' English speaking skill by using the drama.

Point of Scores	**Pre-test**		**Post-test**		**Level**
	Frequency	**(%)**	Frequency	**(%)**	
(1)	(2)	(3)	(4)	(5)	(6)
9.5 – 10	-	-	1	6.25%	Excellent
8 – 9.4	-	-	9	56.25%	Very Good
7 – 7.9	-	-	6	37.5%	Good
6 – 6.9	5	31%	-	-	Average
5 – 5.9	11	69%	-	-	Low
0 – 4.9			-	-	Very Low
Total	16	100%	16	100%	

From The table above, it is clarified that;

1) The result of pre-test in the column 2 and 3 are observed that **0% or** none of students were at Good, Very Good and Excellent score but 31% or 5 students were at average score, 69% or 11 students were at low scores.
2) In contrast, the post-tests result in the column 4 and 5 are proved that **6.25%** or **1** student was at Excellent scores, 56.25% or 9 students were at very good scores and lastly, 37.5% or 6 students were at Good scores and none of them got low and very low scores.

Table 1 presents the result of the pre test which was administered to the second grade students of secondary school of Escola Teknico Profesional in Oe-Cusse – Timor Leste before the implementation of teaching English speaking by using drama as the Strategy. And the score of the result of test as the dependents means is 5.2 which is classified low score.

Table 2 presents the result post test which was administered to the second grade students of secondary school of Escola Teknico Profesional in Oe-Cusse – Timor Leste. The result of post test in table 2 is to measure teaching speaking by using drama is **7.7** which classified as **Good score**. This why, drama can be considered as useful method or

one of innovative method to be used in English language teaching at class in order to develop students English speaking skill.

Table 3 presents the differences result of Pre Test and Post Test Scores by the first grade students of secondary school of the Escola Teknico Profesional in Oe-Cusse – Timor Leste. It is to measure the significant differences which is indicated the drama as the strategy to develop students English speaking skills.

And based on the formula of *t* test is to measure the significant differences between before and after the implementation teaching English speaking by using drama is 10.8 or **t =10.8 ≥ *t* table 2.131.** It is indicated that there are significance differences before and after the implementation teaching English speaking by using drama because the result of ***t* test=10.8** was greater than ***t* table= 2.131.** So, these significant differences may bring an innovative method to be adjusted by the local English teachers and students are recommended to use the drama when teaching and learn English speaking.

Table 4 presents that there are differences dependents mean between pre-test and post-test scores were administered to the students in order to develop students' English speaking skill by using the drama.

CONCLUSION

Based on the descriptions above, it can be concluded that drama is an useful strategy that can be used to teach English speaking skill in the class in order to develop the students speaking skill in the school. There are significance differences between before and after the implementation teaching English as a foreign language by using drama to develop the students English speaking skill. The process of teaching and learning English speaking using Drama method was going smoothly and the most of the students were enthusiastic. This strategy of drama can be considered one of the enjoyable activities for the students in teaching and learning process in the class. It could also bring positive effect for the teacher and students in the class to avoid the violence because the students could evoke among others to express their ideas without worrying and happy to interact with pairs spontaneously and simultaneously with the body language movement.

Drama can be one of the alternative solutions to avoid the violence in teaching and learning that occurs at class between teachers and students and also among the students. Drama can help the students to be talking active in English language learning process and influencing each others to express their meaning emotionally among high, medium and low ability of the students as positive interdependent.

Teaching language through the drama activity, the students could develop their social skill together and efficient and effective communicative language skills. Drama is an interestting performance for the students to express their feeling, thought and ideas based on body language, whatever they see, touch in order to stimulate the memory so that foreign language learning is really acquired as his/her native language.

The activity of speaking in group through the drama could motivate the students who get problem in speaking skill, pronunciation and vocabulary. Drama is an art for the language learners in the class to express their ideas based on his/her imagination. Drama can facilitate the students to practice the English language faster than learning to know.

REFERENCES

Alwasilah, A. C. (2006). *Pokoknya Sunda: Interpretasi untuk Aksi*. Bandung: PT Kiblat Buku Utama.

Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.)*. New York: Addison Wesley Longman, Inc.

Burns, A. & Joyce, H. (1997). *Focus on Speaking*. Sydney: Macquire University Press.

Collins Cobuild English Language Dictionary, 1994:1526

Depdiknas. (2006). *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Peraturan Menteri Pendidikan Nasional No. 22 tahun 2006*. Jakarta: Direktorat Pendidikan Dasar dan Menengah.

Gebhard, J. G. (2000). *Teaching English as a Foreign or Second Language: A TeacherSelf-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.

Huang, I. Y. (2008). *Role Play for ESL/EFL Children in the English Classroom.* Retrieved September 26th, 2008 from: The Internet TESL Journal, Vol. XIV, No. 2, February 2008 (http://iteslj.org/Techniques/Huang-RolePlay.html)

Kemmis, S. & McTaggart, R. (1988). *The Action Research Planner*. Victoria: Deaken University Press.

Lado, R. (1964). *Language Teaching: A scientific Approach.* New York. McGraw-Hill, inch.

Lestari, L. A. (2000). *Permainan Bahasa: Salah Satu Alternative untuk mengaktifkanSiswa Berbicara dalam Bahasa Inggris*. Jurnal Genteng Kali Edisi IV. Jawa Timur: Proyek Perluasan dan Peningkatan Mutu SLTP Kanwil DIKBUD.

Nunan, D. (1992). *Designing Task for the Communicative Classroom*. Sidney: Cambridge University Press.

O'Malley, J.M., & Pierce, L.V. (1996). *Authentic Assessment for English Language Learner: Practical Approach for Teacher*. Massachusetts: Addison-Wesley.

Richard-Amato, P. A. (2003). *Making It Happen: from Interactive to Participatory Language Teaching: Theory and Practice, 2nd ed*. New York: Longman.

Siwu, M. (2005). *Improving the Students' Speaking Skill of SLTPN Manado by Using Role-Play*. Unpublished Thesis. Malang: Graduate Program, State University of Malang.

Valette, R.M. & Disick, R.S. (1972). *Modern Language Performance Objectives and Individualization*. New York: Harcourt Brace Javanovich, Inc.

Wonglekha, F. (2010). English Development for Thai Children to ASEAN and Global Arena. Retrieved July 15, 2012, from http://social.obec.go.th/node/89

Khaemanee, T. (2011).Teaching Science: Knowledge for Effective Learning Process. First editionBangkok: Chulalongkorn University.

Thongnuan, C. (2011). Learning and Teaching English Manual. Bangkok: HiEd.

Praputkit, N. (1983). The Comparison of Speaking Achievement on Teacher College Students Majoring in English by Using Dramatic Activities.Master Thesis of Education.Chulalongkorn University.

Maley, A., & Duff, A. (2011). Drama Techniques in Language Learning. Cambridge: CambridgeUniversity. Wessels, Ch. Drama. Oxford: Oxford University Press, 1987, 137 p. ISBN 0-19-437097-6.

Harmer, J. The Practice of English Language Teaching. Essex: Longman Group UK Limited, 1991, 296 p. ISBN 0-582-04656-4.