IMPROVING STUDENTS' SPEAKING SKILLS THROUGH DRAMA TEACHING TECHNIQUE

(A Classroom Action Research on Ninth-Grade Students of SMP Negeri 5 Pontianak in Academic Year of 2025/2026)

A THESIS

Jurisdiction Responsibility by:

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Submitted to fulfill one of the requirements for thesis examination in English Language Education

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ABSTRACT

This research was conducted because the ninth-grade students of SMP Negeri 5 Pontianak experienced difficulties in speaking English, particularly in pronunciation, fluency and vocabulary. Therefore, this research aimed to improve the speaking skills through Drama Teaching Technique. The researcher applied Classroom Action Research (CAR), which was conducted in two cycles. The first cycle consisted of three meetings, while the second cycle consisted of two meetings. Each cycle involved four stages, namely planning, acting, observing, and reflecting. The subjects of this research were 30 students of class IX F at SMP Negeri 5 Pontianak. The researcher used observation checklists, field notes, and speaking performance tests as the tools of data collection. The results of the research showed that Drama Teaching Technique improved the students' speaking skills. The students' mean score increased from 65.52 in Cycle 1 to 78.42 in Cycle 2. In addition, the students showed more active participation, greater confidence, and higher enthusiasm during the teaching and learning process. Therefore, these findings indicate that the Drama Teaching Technique was effective in improving the speaking skills of ninth-grade students of SMP Negeri 5 Pontianak.

Keyword: Speaking Skills, Drama Teaching Technique, Classroom Action Research

DECLARATION OF AUTHENTICITY

I am a student with the following identify:

Name : Pika

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I hereby declare that the thesis entitled “Improving Students’ Speaking Skills Through Drama Teaching Technique (A Classroom Action Research on Ninth-Grade Students’ of SMP Negeri 5 Pontianak in Academic Year of 2025/2026)”, is entirely my own work. I am fully responsible for the content of this thesis. Any ideas, findings, opinions, or quotations from other sources included in the thesis have been properly acknowledged and cited in accordance with academic writing ethics.

If this thesis is proven to contain plagiarism, I am willing to accept any sanctions in accordance with the applicable academic regulations.

Pontianak, 14 Juli 2026

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Pontianak, 14 Juli 2026

The Researcher

Pika

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CHAPTER I

INTRODUCTION

1.1. Background

Speaking is one of the important skills in language learning, particularly in English, as it serves as a bridge for students to communicate and convey ideas, thoughts, feelings, and opinions verbally. In language learning, speaking requires the ability to construct words and sentences spontaneously so that the intended message can be understood by listeners. Therefore, speaking is an important skills that students must develop in English language learning, and it requires continuous practice in an active and communicative learning environment. However, in practice, many students, including those at the junior high school level, encounter difficulties in developing this skills. Speaking becomes particularly challenging because the students have very limited exposure to English outside the classroom. Many students have difficulty speaking, and these difficulties are often observed in various schools and classroom settings.

Based on the preliminary observations conducted during the PLP II program in Class IX F of SMP Negeri 5 Pontianak, the researcher identified several problems related to student's speaking skills. The preliminary observation was carried out through classroom observation and informal discussions with the English teacher to identify the difficulties they commonly encountered during English lessons. The finding indicated that students experienced difficulties in fluency, vocabulary and pronunciation. In term of

fluency, students experience hesitation when speaking English. They also have difficulty understanding the meaning of words, which makes it hard for them to respond and remain silent. This occurs because they do not fully understand the vocabulary used in conversations. Moreover, in terms of pronunciation, many students mispronounced English word. When asked to read sentences, some words are pronounced unclearly, making the intended meaning difficult for others to understand.

The researcher further identified several factors that contribute to these problems. One of the prominent factors was low student participation during the learning process. As a result, the students tended to be passive during the learning process. According to Severe et al. (2024), students often choose not to participate verbally because they fear negative evaluation from their peers. They worry about making mistakes or appearing less capable in front of others, which leads them to remain silent during classroom interactions. This passivity can affect their speaking skills, as speaking can only be developed through continuous practice. When students remain passive, they have limited opportunities to practice speaking, express their ideas, and build their confidence in using English. In addition, these problems also caused by several factors. First, the teaching strategies used in the classroom lack variety and do not provide sufficient opportunities for students to participate actively. Learning activities are too focused on the teacher's explanations and written exercises, so students rarely use English orally. Second, the learning process is still dominated by the use of the students' native language. Furthermore, when

students are given the opportunity to practice speaking in English, they tend to remain silent or wait for the teacher to call on them. Based on these problems, the researcher seeks a solution to overcome these obstacles and improve students' speaking skills. One technique considered suitable for addressing this problem is Drama Teaching Technique. Drama Teaching Technique is chosen because it is believed to be an effective technique for improving students' speaking skills. Through Drama Teaching Technique, students work in groups to perform simple dialogues or scenarios, thereby encouraging them to participate more actively in the learning process.

Several previous studies have shown that the use of drama techniques can help improve students' speaking skills. First, a study conducted by Kumar et.al (2022) conducted an action research study and found that drama techniques significantly improve EFL students' speaking proficiency and self confidence in fluency and pronunciation. Second, research conducted by Harmawati (2017) also demonstrated that drama could improve students' speaking skills through the Classroom Action Research (CAR) approach. The findings revealed that the application of drama techniques was effective in improving students' speaking skills, especially in terms of pronunciation and fluency. Third, a study by Marwati (2020) showed that drama techniques contributed to improvements in students' speaking skills, particularly in accuracy, fluency, and comprehensibility. Furthermore, Almutairi & Alfarwan (2024) found that Drama improved students' speaking skills in terms of accuracy, pronunciation, vocabulary, and fluency. However, most of these previous studies were

conducted in different educational context, and employed different research design. Limited research has specifically examined the application of Drama Teaching Technique through Classroom Action Research at the junior high school level, particularly in the context of SMPN 5 Pontianak.

Based on the speaking problems identified during the preliminary observation and supported by evidence from previous study, this research was conducted to address students' problem through the implementation of Drama Teaching Technique. The specific techniques applied in this research are role-play and mime. Through these activities, students are expected to participate actively and provide meaningful opportunities to practice speaking. This research specifically focuses on fluency, vocabulary, and pronunciation because these aspects were identified as the students' speaking difficulties during the preliminary observation. Through the implementation of Drama Teaching Techniques, this research is expected to provide solutions to overcome the problems faced by students in speaking.

1.2 Research Question

Based on the research background, the researcher formulated the problem into a question: "How does Drama Teaching Technique improve the speaking skills of ninth-grade students of SMPN 5 Pontianak?"

1.3 Research Purpose

Based on the research question, the purpose of this research is to improve students' speaking skills of ninth-grade students of SMPN 5 Pontianak through Drama Teaching Technique.

1.4 Significance of Study

The result of this research is expected to be beneficial for the following parties:

a. Students

It is hoped that students can utilize Drama Teaching Techniques to improve their speaking skills and facilitating their development.

b. Teachers

It is hoped that the Drama Teaching Technique can help the teachers to solve the students' problem in speaking English.

c. Other Researchers

This research can be use as reference by the next researcher, especially of the matter which related to this research.

1.5 Scope and limitation of Research

This research focuses on the implementation of Drama Teaching Techniques to improve the speaking skills of junior high school students through Classroom Action Research (CAR). This research is conducted at SMP

Negeri 5 Pontianak and involves 30 students of class IX F in the second semester of the academic year. This research aims to improve students' speaking skills, particularly in terms of fluency, pronunciation, and vocabulary, through several Drama Teaching Techniques such as role-play and mime activities. The research procedure follows the stages of classroom action research, namely planning, acting, observing, and reflecting. The data are collected through speaking tests, observation checklists, and field notes. However, this research has several limitations. First, this research only involved one class consisting of 30 students. Therefore, the findings cannot be generalized to broader educational contexts such as senior high schools or universities. Second, this research only focuses on speaking skills and does not examine other English language skills, including listening, reading, and writing. Furthermore, the implementation of Drama Teaching Techniques in this research is limited to simple drama activities that are adjusted to the students' proficiency level and the available instructional time. As a result, the research does not include more complex drama performances.

1.6 Research Terminology

To avoid misunderstanding concern to several terms used in this research, the researcher explains the term below.

1. Speaking Skills refer to the ability to express ideas, feelings, and information verbally, thereby enabling individuals to actively participate in communication. This research focused on three aspects of speaking skills, namely fluency, vocabulary, and pronunciation. Fluency refers to a student's

ability to speak smoothly with few pauses or hesitations. Vocabulary refers to students' skills to use word and expressions in the communication. Pronunciation refers to students' ability to pronounce English words clearly, so that they can be understood by others. In the context of this research, students communicated in English through Drama Teaching Techniques by practicing and memorizing scripts.

2. Drama Teaching Techniques are learning activity used to help students improve their speaking skills. In this research, Drama Teaching Techniques is implemented through two activities, namely mime and role-play. Through these activities, students will practice speaking through dialogue, expand their vocabulary and improve their fluency in a meaningful learning environment.
3. The ninth-grade students' of SMPN 5 Pontianak are the subject of this research, which is located at Jl. Hasanuddin No. 14, Sungai Jawi Dalam, West Pontianak District, Pontianak City, West Kalimantan.