DEVELOPING STUDENTS' SPEAKING SKILL THROUGH DRAMA PARODY AT THE THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM TARBIYAH DEPARTMENT STAIN PALOPO

A THESIS

Submitted to the English Studies Program of S1 Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Teaching

By,

SUPRABOWO

NIM. 09 16 3 0168

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO

2014

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
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(STAIN) PALOPO
2014

THESIS APPROVAL

This thesis entitled *"Developing Students' Speaking Skill Through Drama Parody at The Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo "*, which is written by **SUPRABOWO**, students ID **09.16.3.0168**, **English S1 Study Program** of **Tarbiyah** Department of The State College For Islamic Studies, and has been examined and defended in MUNAQASYAH session which is carried out on Thursday, **20 th of February 2014**, coincided with **19 Rabiul Akhir 1435 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, **February 20 th 2014 M**
19 Rabiul Akhir 1435 H

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ACKNOWLEDGEMENT

In the name of ALLAH SWT, the beneficent and the most merciful, the greatest creator, lord of the world that created everything and to our last prophet MUHAMMAD SAW, safety and peace is upon him. Alhamdulillah the writer expresses his gratitude to the almighty God (ALLAH SWT) that gives good chance, inspiration, and guidance so that writer could finish the thesis on title "Developing Students' Speaking Skill Through Drama Parody at English Study Program Tarbiyah Department STAIN Palopo".

The writer realizes that the existence of this thesis is not perfect, receiving much advises, guidance, encouragements, and comments from many people. Therefore would like to express his deepest gratitude to them.

1. Prof. Dr. H. Nihaya M., M,Hum., as a head of STAIN Palopo. The first , the second, and third deputy head, all of the lectures and their assistances and employers of STAIN Palopo who have taught, educated, helped, advise, and guidance the writer during his study in STAIN Palopo.

2. Drs. Hasri, M. A., as the head of Tarbiyah Department of The State Collage for Islamic Studies Palopo.

3. Jufriadi,S.S., M.Pd. as the head of English Study Program.

4. Dr. Jumharia Djamereng, M.Hum., as the first consultant.

5. Amalia Yahya, S.E., M.Hum., as the second consultant.

6. Special thanks to my parents (Mujiono Musari) and (Surti Indayani), my younger brother (Supratomo) and my aunt and uncle (Parmi) and (Hasrul Hawid), and all of my family, for their loving, praying, support and sacrifices. When I was studying at English Program of Tarbiyah Department of STAIN Palopo.

7. Special thanks for my best friends Ernawati Sampe Torro, Ardillah, Misran, Muhammad Arif, for always give support and helping in finishing this thesis.

8. All members of ICHENK KOST (Ahmad, Edi, Ammank, Wawan, Ilham, Rio, Tjo, Ammar) who always praying and helping in finishing this thesis.

9. All members of HMPS BIG, TIMPARAGA, and all of my friends for praying and given motivated that this thesis finished although in simple form.

The writer realizes that without those people, this thesis would never been finished, and as human being, the writer realizes that this thesis far from perfection. Finally, the writer dedicates this thesis may ALLAH SWT, bless them. Amin.

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ABSTRACT

Suprabowo, 2014.'' Developing Students' Speaking Skill Through Dram Parody at The Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo." Thesis, English Study program Educational Department in The State college for Islamic Studies (STAIN) Palopo. Consultant: Jumharia Djamereng and Amalia Yahya.

Key Words: Developing, Speaking Skill, Drama Parody

This thesis is about developing students' speaking skill through drama parody at the third semester students of English study program Tarbiyah department STAIN Palopo. The problem statement is to what extent does drama parody develop students' speaking skill at STAIN Palopo?. The objective of the research is to find out whether drama parody develop students' speaking skill at third semester in STAIN Palopo.

The thesis applied an experiment research method. The researcher used purposive sampling technique. The sample was taken from population; the population 166 students and the number of sample were 18 students that consist of 6 boys and 12 girls. The research instruments were interview and tape recorder, to measure students' speaking skill in pre and post test. Then the researcher analyzed used SPSS 15 application.

The result of this research shows that the mean score obtained in the pretest (8) is smaller than mean score obtained in post test(11). From the t-test statistic analysis the researcher find that value of t-test (8,254) is greater than t-table (2,093). It means that from data above their skill in speaking is significantly different and students' speaking skill is developing.

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    4. Menyelesaikan Study Di STAIN Palopo Tahun 2014.

CHAPTER I

INTRODUCTION

A. Background

Language is the important thing in life. Language can connect people from various countries, region, and tribes. Feeling, emotion can be understood with language as communication tool. English language as foreign language now is becomes international language that can be used to build relationship in business, a tour or countries development.

Speaking is one of the abilities that use in global activities. In speaking someone phrasing their feeling, talking about ideas, and perception about something. Therefore speaking is the language that the English-speaking world uses to communicate with the rest of the world[1]. It means by speaking English we can learn not only culture, but their economic system or education system from different country.

It is known the importance and benefit of English language as international language, so that speaking English can support people to develop person's quality. In fact there are many jobs that need people to have English ability, particularly speaking skill, it used as international language for communication.

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[1]Jack Richards c., and Willy Renandya, *Methodology In Language Teaching* (USA: Cambridge University Press. 2002), P.3

When someone can speak English, it means he or she will gather much information from various sources in example printed and internet and than hardware and software use English as guide. Therefore someone will get trouble in getting information when he or she does not know English well.

Nowadays Indonesian students face many problems in learning English. This happen because many reasons, such as less confidence, not eager with learning method or in the learning media, it can be several reason why English is so difficult to learn by the students or just because they difficult to understand what people mean and they difficult to express their respond.

There are many ways to develop speaking skill one them through discussing hot issue or doing some conversation in English, in this case many of students not interesting because they feel just several of them will do that or in other way it is too general for the students specially in university.

The similar cases can also be found in STAIN Palopo. The students also have problem in speaking skill, they difficult to understand when they speaking English. It happens because probably the listener is not familiar with English conversation, the way to speak and lexical problem.

Students always think that good speaker is who can speak fluently, but it is useless when speaker talking so fluently but listener do not understand what speaker talking about. The point in speaking skill is not just speaking fluently but also accuracy and comprehensibility. Comprehensibility is one aspect that support speaker to be better, because he/she can be success when his/her speaking is understable.

Therefore it is considered that the most important aspect in speaking is comprehensibility.

Based on statement above, the researcher is interested to study about developing speaking skill through drama parody. As the way of learning, drama parody can help students' to develop their speaking ability. In drama parody the student will focus on speaking, when they know the story they will make improvisation in the conversation even they do not know well the script. Besides the performance is funny when it is showed, students also choose their character based on the roles.

B. Problem Statement

Based on the background above, the researcher formulates the problem:

To what extent does drama parody develop students' speaking skill at the third semester students of English study program Tarbiyah department STAIN Palopo?

C. Objective of The Study

The researcher has objective in this research is:

To find out whether drama parody develop students' speaking skill at the third semester in STAIN Palopo?

D. *Significance of The Study*

The result of this study will have both of theoretical and practical benefits.

1. Theoretically

a) Result of this research can be used as reference for everyone who wants to explore a research to teaching English.

b) Result of this research can give information about how drama parody can develop students' speaking skill.

2. Practically

Result of this research can helpful both of teacher and learner to decrease the problem in teaching and learning English particular in speaking skill.

E. *Operational Definition*

To make general understanding purpose of this research, the researcher expected that:

1. Develop in learning is effort to expand knowledge about something in purpose to be better.

2. Drama parody is way of learning that make fun as possible through drama in comedy

3. Speaking skill is ability that connected many people and with speaking we can learn other culture from different country.

F. *Scope of The Research*

The scope of this research was focused on the comprehensibility in their dialogue in drama parody. The use as the way of learning intended to develop students' speaking skill at the third semester students of English study program Tarbiyah Department STAIN Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Study*

In writing this thesis, researcher found some researches related to this research as follows:

1. Akbar in his research " The effectiveness of oral drill in improving students' speaking skill on first year students of tourism department at SMKN 1 Palopo 2008/2009 academic year." He came with conclusion that in teaching speaking, the researcher should present material which can stimulate the student to speak more actively.[1]

2. Nirmala Sudarti in her research " Improving students' speaking skill through suggestopedia method at the eleventh year students of SMA Negeri 1 Palopo. She conclude that suggestopedia method is a formula as a teaching speaking method that can improve students' speaking skill and there are some aspect that can overcome students' psychological barriers such as method, classroom, environment, teacher relation to students and motivation.[2]

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[1] Akbar, *The Effectiveness of Oral Drill in Improving Students' Speaking Skill(An experimental Research on the first year students of tourism department at SMKN 1 Palopo Academic year 2008/2009),* (Palopo: STAIN Palopo, 2008). P.60.

[2] Nirmala sudarti, *Improving Students' Speaking Skill through Suggestopedia Method at The eleventh Year Students of SMA Negeri 1 Palopo,* (Palopo: STAIN Palopo,2009), P.82.

3. Akhiruddin Nuralang . in his research " Improving students' speaking skill through survey at the ninth year of SLTP 2 Palopo. He came with his conclusion that using survey is an affective technique in teaching English, especially to improve speaking skill.[3]

Based on previous studies above, the researcher found that in developing or improving students' speaking skill there are many methods and in those methods have their own advantages, so in this research the researcher wants to conduct a experimental research in developing speaking skill through drama parody in STAIN Palopo at the third semester.

B. Theories of Speaking

According to Howard Jackson that, we can transmit our language in two ways:[4] Either by speaking or by writing, we are all conscious of what writing involves: the use of a pen or pencil in our hands, the making of special mark (letter) on paper. But, we are not at all conscious of what speaking involves. It involves sound coming out of our mouths. But, how is that sound produced? We learned to speak on our mother's knee. No one told us to make the right sound, what to do to our tongues or our lips. All natural language have been transmitted by speech.

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[3] Akhiruddin Nuralang, *Improving Students' Speaking Skill Through Survey at The Ninth Year of SLTP 2 Palopo,* (Palopo: STAIN Palopo,2008).

[4]Howard Jackson, *Analyzing English: an Introduction to Descriptive Linguistics,* (England: Pergamon Press Ltd, 1982), P. 3.

Speaking is important for language learners.[5] Because of speaking we can make an understanding about information and circumstance in our environment. To make unifying the amity we need to communication. Because communication is the effective giving and receiving of information, to be effective the message must be understood by both the communicator and the receiver.[6] Good communication comes in many forms and styles. No rule is ever set in stone and breaking the rules can sometimes be the best way to get your point across. You should figure out what works best for you and develop your own style.[7]

So speaking is one of the four skills that can be including to the important skill between other skills. Speaking is tool to make connection each other in the world.

C. *Speaking as Productive Skill*

The aim of English language teaching course are very commonly defined in terms of four skills: speaking, understanding speech (or listening), reading, and writing. Speaking and listening are said to related to language expressed through visual medium, another way of representing these skills is by reference not to the medium but the activity of the language user. Speaking and writing are said to be use , therefore, is part of reciprocal exchange in which but reception and production

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[5]Christine C.M. Gob, *Teaching Speaking in the Language Classroom,* (Singapore: Sameo Regional Language Center, 2007), P. 1.

[6]Gary Kroehnert, *Basic Training for Trainers: a Handbook for New Trainers,* (Australia: McGraw-Hill Book company Australia Pty Limited, 1995), P. 122.

active, or productive skills. Whereas, listening and reading are said to be passive or receptive skills.[8] We can express these conventional notions in a simple diagram as follows:[9]

	Productive/Active	Receptive/Passive
Aural Medium	Writing	Reading
Visual Medium	Speaking	Listening

Deriving from the understanding of what other people have already said, speaking as an instance play a part, in this sense of the skill of speaking involve but receptive and productive participation. Speaking feeds on listening, this precedes it. Usually, one person speaker and the other respond through attending by means of the listening process in fact, during interaction every speaker plays double role both as a litener and as a speaker.

D. Strategies for Developing Speaking Skill

Understanding and learn to speak a foreign language demand us not just about grammatical rules. Learners have to know how the native speaker uses the language context in many factors. However this is not as easy as we think.

Speaking as ability in foreign language is the product if we in language learning process. Teacher needs some strategy for developing learners' speaking skill.

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[8]Muhammad Amin Rasyid and Hafisah j. Nur, *Teaching English as a Foreign Language (TEF) in Indonesia,* (Department of English Indonesia, FPBSIKIP: Unjung Pandang, 1997), P. 195.

[9]H. G. Widdowson, *Teaching Language as Communication*, (Oxford University Press, 1978), P. 57.

These strategies can be tries to help learners or students developing their speaking skill.[10]

1. Using minimal responses.

Language of learner who lack confidence in their ability to participate successfully in oral interaction often listen in silence while other doing the talking. One way to encourage such learner to begin participate is to help them build up stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

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[10] Khatleen M. Balley, *Practical English Language Teaching*, David Nunan (Ed), Speaking (International Edition, USA), P. 52.

3. Using language to talk about language.

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

E. Criteria for Evaluating Speaking Skill

The evaluating is important thing in learning, this process show us when there is improving or not in speaking, but to make it its quite complicated. [11]One or more of at least six possible criteria may be target:

1. Pronunciation

2. Fluency

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[11]H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy : Third Edition,*(New York: Longman,2007), P. 352.

3. Vocabulary

4. Grammar

5. Discourse features (cohesion, sociolinguistic appropriateness, etc.)

6. Task (accomplishing the objective of the task)

Within each of these categories we can judge a student's response(s) to be at one of several possible level of performance. Typically, we think of beginning, intermediate, and advanced as potential levels.

F. *Problem of Speaking Skill*

These are some problems in speaking as follows:[12]

1. Clustering. Fluent speech in phrasal, not words by words. Learners can put cognitively and physically through such clustering.

2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy language. Learner can capitalize on this feature of spoken language.

3. Reduce form. Contraction, elision, reduced vowels.

4. Performance variable. One of advantages of spoken language is the process of the thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and correction.

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[12]Imran Ilham, *The Application of Continued Story in Improving Students' Speaking Skill at the Eight Year Students of SMP Negeri 8 Palopo,* (Palopo: STAIN, 2009), P. 7.

5. Colloquial language. Making sure your students' reasonable well acquainted with the words. Idioms and phrase of colloquial language and those get practice in producing these forms.

6. Rate of delivery. In rate of delivery how to help the learner achieve an acceptable speed along with other attributed by fluency.

7. Stress, rhythm, and intonation. The stress time rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction. Learning to produce moves language moves in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

G. Tips for Speaking Skill

These are some tips to improve speaking skill, [13]

1. Dos it

a) Practice as much as possible.

Practice may not make you perfect, but it will make you better. (Perfection comes after lots of practice!)

b) Listen to as much English as you can, preferably speak by native speaker.

c) Use new vocabulary as soon as you can.

Making your vocabulary 'active' is a very important part of improving your speaking.

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[13]http: // www.really-learn-english.com / English – speaking – dos – and – donts.html. Accessed on September 12[sd] 2011.

d) Speak with a lot of different people.

> If this is possible, it will improve your speaking. Everyone speaks in a slightly different way so talking with people who have different accents and different styles of speaking will help you.

e) Ask friends to correct you.

> If you have a good friends who speaks English then ask them to correct you sometimes. The more you use the correct version of English, the more you will start to know what 'feels' right.

f) Try different things.

> Use English in different situational. For examples, when you are shopping, asking for direction, general conversational, on the telephone, etc.

g) Join a conversation class.

> If you cannot do this, then join any kind of club or society (a group of people who meets for a particular purpose) where you will be able to talk in English, and can be able to understand it well.

h) Ask people to repeat something if you don't understand them.

> Or you could ask them to say something in a different way, or slower. If you are not sure if you heard them correctly, then repeat information back to them. It's better to check than to get something wrong.

2. Dons do it

a) Don't be shy!

One of the major reasons why students don't improve their spoken English is because they are too shy to speak. Maybe they are worried about making mistakes, or sometimes they are just naturally shy people. Don't worry. People will know if you are not a native English speaker, so they won't expect you to get everything 100% right.

b) Don't try to be perfect.

Even English speakers make mistakes sometimes!

c) Don't worry about having a 'perfect' accent.

As long as pronunciation is good enough for people to understand you, then don't worry if you can't pronounce all the sounds correctly. If you are worried about your pronunciation then there are lots of videos on the internet that can help you.

d) Don't spend a long time trying to remember a particular word.

If you can't remember the word for something, then think of a difference way to say it. For example, if you can't remember the word 'kick' and you're talking about soccer, you could say ''hit the ball with your foot.''

e) Don't ask English – speaking friend to do all the talking for you!

Sometimes it's easier to let someone else speak for you, but you won't improve if you do this.

f) Don't rely on internet text chats.

These may help your vocabulary, and possibly your reading and writing, but will not help your speaking. If you are talking to friends online, then use a program like Skype, where you can have voice conversation over the internet, often with video.

If you want hear and follow this advises hope your speaking skill being improve.

H. *Characteristic of a Successful Speaking Activity*

1. Learners talk a lot. As much possible as of the period of time allotted to the activity is in fact occupied by learners talk. This may seen obvious, but often most of time is taken up with teacher talk or pause.

2. Participation is even. Classroom discussion is not dominated by a minatory a talkative participant: all get chance to speak and contribution are fairly even distributed.

3. Motivation is high. Learners are eager to speak: because they are interest in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.[14]

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[14]Penny Ur, *A course Language Teaching,* (Australia: Cambridge University Press, 1996), P. 120

I. *Strategies in teaching speaking*

Strategy in teaching is important to support successfully in learning process, there are strategies that students are expected to carry out in the classroom. And these are[15]:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where for example learners practice an intonation contour or try pinpoint a certain vowel sound.

2. Intensive

Intensive speaking goes one step beyond imitative to include to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of students' speech in the classroom is responsive: short replies to teacher or student initiated question or comments.

4. Transaction (dialogue)

Transaction language, carry out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

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[15] H. Douglas Brown, *Teaching by Principles; An interactive Approach to Language Pedagogy : Third Edition,*(New York: Longman,2007), P. 271.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive

Students at intermediate to advanced level are called on to give extend monologue in the form of oral reports, summery or short speeches.

Based on English teaching technique above the researcher choose parody as way of learning in developing speaking skill with consider one of technique that[16] include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Speaking performance means poem, speech or drama.

J. Definition of Drama Parody

Drama parody is part of art that show us a story that has been modifying from real story to drama, but in funny condition or it call drama comedy. Or just parody is an imitative work created to mock, comment on or trivialize an original work, its subject, author, style, or some other target, by means of satiric or ironic imitation[17].

There are a number of ways in which drama can be defined. It could be seen as a blanket term covering a wide range of oral activities that have an element of

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[16] H. Douglas Brown, *Teaching by Principles; An interactive Approach to Language Pedagogy : Third Edition,*(New York: Longman,2007), P. 271.

[17]http://www.wikipedia.com. Accessed on January 23th 2013

creativity present. In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person. The students may do this on their own or with one or more fellow students; they may act either in a controlled way in accordance with organizational and linguistic guidelines established by the teacher, or they may be left fairly free to work matters out. In both cases the students interact with other people and react to what they do and say, making use of their own personal store of language in order to communicate in a meaningful manner.

Drama is a powerful means and an appropriate context for developing speaking and listening[18]. By being put in formal and informal situations that are outside their everyday experience, by taking a variety of roles and by asking and responding to questions, they can employ and evaluate discourses and language registers they would not normally use. Emotional and imaginative engagement underpins the ways students seek and create meanings. Responding to drama involves students in reflecting on their own experience of drama. They also need to express their understanding of what the drama is saying and how it is saying it through dramatic conventions and techniques. Responses can be emotional or intellectual, individual or shared, spoken or written. During a planned sequence of lessons students should be deepening their critical thinking both in and outside the drama. Whether relating to the experience of performing or of seeing a performance, students can respond to content, form, character, language, symbolism or impact, and can do

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[18]http://www.teachernet.gov.uk/publication. Accessed on January 24th 2013

so with increasingly analytical insight, using appropriate subject-specific terminology.

K. *Kind of Drama Comedy*

There are several type of drama comedy and these are[19]:

1. Comedy of Manners

Comedy of manners is an entertainment form which satirizes the manners and affectations of a social class or of multiple classes, often represented by stereotypical stock characters. And the characteristic of comedy of manners:

a). Very fine type of comedy. Politeness, manners and proper language is essential. The humor is often represented to the audience as arrogant and silly snobs.

b). Humor is extremely subtle and depends completely on the lines delivered and the dialogue and not so much so much the actions.

c). The wit of the dialogue and how it is manipulated is what makes it funny, not the characters or situation.

d). Remember, this type of comedy is for upper class folk and the irony is, they tend to be laughing at themselves

2. Romantic Comedy

Romantic comedy films are a sub-genre of comedy films as well as of romance films. And characteristic of romantic comedy:

a). Commonly found in modern comedy.

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[19] Easystudy.ca. Accessed on September 24th 2013

b). These comedies are made as real and down to earth as possible and the plays often involve adventure.

c). Unlike comedy of manners, the humor is derived from the characters and their situations. These comedies traditionally have happy endings.

2. Farce

Farce is a comedy that aims at entertaining the audience through situations that are highly exaggerated, extravagant, and thus improbable. Farce is also characterized by physical humor, the use of deliberate absurdity or nonsense, and broadly stylized performances. Characteristic of farce :

a). Humor is derived from the situation. The more extreme or impossible the situation is, the more hilarious it is. For example, someone wakes up and finds a goat in their bathtub.

b). Characters can range from normal actors to caricatures

c). Actors must always stay in character because it is easy for the audience to tell when humor is strained

4. Screwball Comedy

Movie whose characters are silly and unreasonable in a funny way, or this typ e of movie is a screwball definition. These are some characteristic of screwball as follows:

a). Characters are mostly opposites of each other. Rich and poor, educated and non-educated, etc. Throughout the plot, there would be lots of conflict. People playing

pranks and messing with each other until finally, they are exhausted and fall into each other's arms.

b). Screwball can be and is related to Farce

5. Burlesque

Burlesque is a literary, dramatic or musical work intended to cause laughter by caricaturing the manner or spirit of serious works, or by ludicrous treatment of their subjects. Characteristic of burlesque as follows:

a). Extremely extravagant.

b). Characters are now actors playing and messing around at characters. No longer illusion or reality.

c). Audience members can be included in the humor or jokes.

6. Satire or Parody

Parody is a genre of literature, and sometimes graphic and performing arts, in which vices, follies, abuses, and shortcomings are held up to ridicule, ideally with the intent of shaming individuals, corporations, government or society itself, into improvement. These are some characteristic of parody as follows:

a). Satire is comedy without punch lines

b). Often human error is poked fun at albeit in a very serious manner. Often mistakes made by those in power and celebrities are made fun. Very sophisticated and requires much knowledge on the situation at hand.

7. Black Drama

Black drama is kind of comedy that take unique situation, for some people it is not funny but in black drama will be funny. These are some characteristic as follows:

a). Comedy often associated with extremely absurd situations and very non-dramatic. Scenes of death and violence are introduced casually and carelessly.

b). Sometimes called a tragic farce because it deals with unhappy situations that make people uncomfortable yet induce laughter from them.

L. *Elements of Drama*

Element in drama is do important because when we know the element in drama it will help in perform of drama, when students and teacher know about drama, it will help to know the weakness and strangeness in perform and practice. And the elements are[20]:

1. Focus

The frame that directs attention to what is most significant and intensifies the dramatic meaning.

A strong performance piece will have a clear intent which influences the performers' motivation and channels the attention of the audience. In other words the

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[20] http: //www.curriculumsupport.education.nsw.gov.au/drama/pdf/dramaelements. Accessed on September 14th 2013

piece has a clear focus which determines the focus of the character and actor and directs the focus of the audience.

There are 4 closely related areas of focus:

a). The focus of the scene

b). The focus of the audience

c). The focus of the character

d). The focus of the actor.

To simply demonstrate the concept of focus and tension, the class observes three mini-performances, then discusses and compares them.

(a) Two people walking around the acting space.

(b) Two people searching in the acting space for a pen.

(c) Two people searching for a bomb in the acting space, time limit 20 seconds, defuse by count of 4.

2. Tension

The force that engages the performers and audience in the dramatic action.

Every performance contains the element of tension. In the first activity on focus, where actors wandered in the space, the tension was very low. The second performance, searching for a pen, raised the tension slightly and the third, searching for a bomb, heightened the tension.

To demonstrate and define tension:

String tension

Two people play a scene. A string is stretched across the front of the space. When it is tight they play the scene with high tension; when it is loose they play with low tension. e.g. a doctor presents results of test student in principal's office opening a birthday present grocery shopping with kids.

3. Space

The personal and general space used by the actors. It focuses on the meaning of the size and shape of distances between actor and actor, actor and objects (props and sets) and actor and audience.

To demonstrate and define the element:

(a) Build some statues of frozen moments e.g. "Don't speak to your mother like that!"

Discuss: "What is the focus of this scene?", "How do we know?"

Remove facial expression and gestures.

(b) Discuss: "How does the space between the people and the objects on the stage convey meaning?"

Demonstrate the power of the space to carry meaning by moving people around without altering their gestures or expression.

In small groups build a statue which indicates status and relationships through the use of "space", e.g. a family, a court, a gang, an argument, a peace treaty.

4. Mood

The atmosphere created. Mood concentrates the dramatic action and moves the audience in emotionally appropriate directions.

To demonstrate and define mood:

Form small groups. Listen to an allocated piece of music. Select some scarves from the props box which reflect the mood, atmosphere or feelings created by the music.

5. Contrast

The use of difference to create dramatic meaning.

Contrast is an effective means to emphasize, heighten or intensify. Contrasting colors stand out on the stage. Contrasting sizes, shapes and sounds draw attention.

To demonstrate and define contrast: (a) From the previous exercise select two pieces of music which you feel offer a useful contrast, to create either a serious or humorous effect. Mime a scene which illustrates this contrast. (b) Explore the effect of improvising with characters who have contrasting characteristics e.g. fat/thin, loud/ soft, rough/gentle, tall/short, fast/slow, wise/silly. The contrast exaggerates the feature, throwing emphasis on it.

6. Symbol

The use of objects, gestures or persons to represent meaning beyond the literal.

To demonstrate and define symbols: Work in pairs. Select an object from a collection of symbols; develop a brief scene which relies on the symbolic strength of the object to convey meaning, e.g. rose, heart, flag, treasure chest, suitcase, lipstick

on collar, walking stick, pipe, dove, teddy bear, cross, stethoscope, heart, skull, peace sign, ring, broken doll, sunset, infinity. Gestures: handshake, salute, turned back.

7. Role

Taking on a role requires performers to accept the physicality, attitudes and beliefs of the characters they are playing. Teachers can use the elements as a checklist as they observe and provide students with meaningful feedback on their performance work.

M. *Advantages of Drama Comedy*

These are the advantages of drama comedy[21] .

1. Self Actualization

Taking risks in class and performing for an audience teach students to trust their ideas and abilities. the confidence gained in drama applies to school, career, and life.

2. Imagination

Making creative choice, thinking, of new ideas, and interpreting familiar material in new ways are essential to drama.

3. Empathy

Acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others' feelings and viewpoints.

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[21] http: // www.DramaEd.net. Accessed on September 16th 2011.

4. Cooperation/collaboration

Theatre combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiation, rehearsing, and performing.

5. Concentration

Playing, practicing, and performing develop a sustained focus of mind, body, and voice, which also helps in other school subjects and life.

6. Communication skill

Drama enhances verbal and nonverbal expression of ideas. It improves voice projection, articulation of words, fluency with language, and persuasive speech. Listening and observation skill develop by playing drama games, being an audience, rehearsing, and performing.

7. Fun

Drama brings play, humor, and laughter to learning, this improves motivation and reduces stress.

N. *Conceptual Framework*

Speaking English nowadays have been familiar among learners, but not all of them can speak English. There are some reasons why they cannot speak English. For example they are difficult to express their feeling in English and their ability has not been good enough.

To be success in teaching English is not easy. The fact is when people like something they will accept that with pleasure. Therefore it may say that drama parody will be effective in teaching speaking. Parody could make learning situation become more fun and attractive. As a result the researcher chooses drama parody as an independent variable. The other reason is when they critic or suggest about something without any offensiveness, and this condition will be fun. It is naturally while teaching process, when students feel fun they will be interested in studying .The dependent variable, this research is students' speaking skill is a dependent variable.

When parody as independent variable make students will be enjoy and fun they will be motivated to study harder. They will practice their self to develop their ability in speaking English especially in comprehensibility of course.

Therefore based on the statement above, the researcher focused on the drama parody in developing students' speaking skill it be conducted at the third semester students.

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┌─────────────────┐      ┌──────────┐      ┌─────────────────┐
│ Students of STAIN│─────▶│  Drama   │─────▶│ Speaking skill  │
│     Palopo       │      │  Parody  │      │                 │
└─────────────────┘      └──────────┘      └─────────────────┘
                                                    │
                                                    ▼
                                           ┌─────────────────┐
                                           │    Accuracy     │
┌─────────────────────┐                    │                 │
│ Students' achievement│◀──────────────────│    Fluency      │
└─────────────────────┘                    │                 │
                                           │Comprehensibility│
                                           └─────────────────┘
```
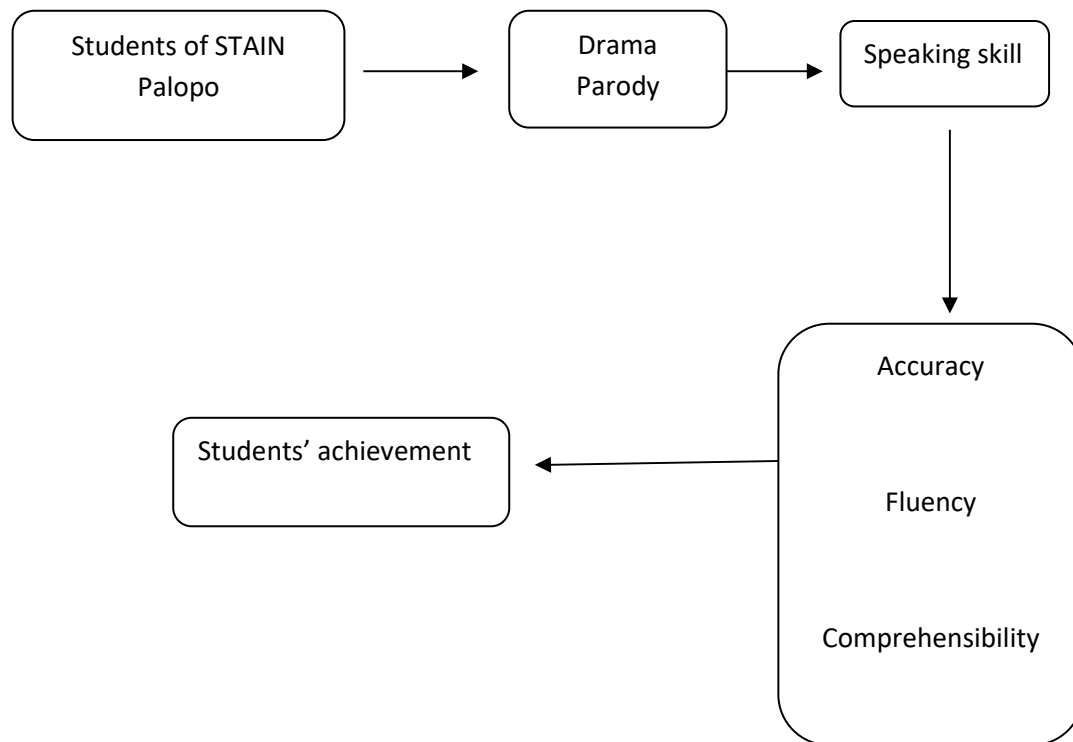
O. Hypothesis

Before research applied to the students the researcher had hypothesis about this research

"The students speaking skill can be developed after they used of drama parody in teaching process"

There are two statistical hypothesis of this research as follows:

1. Ho = drama parody is not effective to developing students speaking skill at the third semester of STAIN Palopo.

2. Ha = drama parody is effective to developing students speaking skill at the third semester of STAIN Palopo.

CHAPTER III

METHOD OF THE RESEARCH

A. Research method

1. Method

This research is pre-experimental, [1]in pre-experimental either a single or multiple groups are observed subsequent to some agent or treatment presumed to cause change.

Advantage of this method is as exploratory approach, pre experimental can be a cost-effective way to whether a potential explanation is worthy of further investigation.

2. Design of the Research

This research take one group of students that they had been given pre-test and post-test design.

The design this research formulized as follows[2]:

PRE-TEST	TREATMENT	POST-TEST
O1	T	O2

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[1] www.researchsonnection.org. accessed on January 15th 2014.

[2]Suharsimi Arikunto, *Prosedur Penelitian,* (Cet. X11, Jakarta: PT Rineka Cipta, 2002), P 77.

Where :

O1   : Pre – test

T   : Treatment

O2   : Post – test

B. *Research Variable*

In this research, the researcher determines two categories of variables:

1. Dependent variable in this research is skill from students that will be developing. So dependent variable of this research is students' speaking skill.

2. Independent variable in this research is way or method that using to help in developing students' speaking skill. In this research independent variable is drama parody.

C. *Population and Sample*

1. Population

The researcher took population from the third semester students of STAIN Palopo in 2013/2014 academic year. The third semester consisted of four classes. The number of population was 166 students.

2. Sample

In this research, the researcher applied purposive technique. This sampling has been choosing because this sampling is so relevant with research design. Besides

that, this sampling is easy and cheap. The samples that choose is the students that has been consider [3]

The researcher took one class. That class is BIG A, It consisted of 8 boys, 24 girls and number of sampling is 32 students. But while the researcher did research there were only 6 boys and 12 girls that became sample because the other had their own problem. The researcher chooses BIG A in the third semester because their skill in English specially speaking was not good enough.

D. *Instrument of The Research*

In this research, the researcher used instrument such as:

1. Test

Test used in this research to write students' score in speaking skill (accuracy, fluency, comprehensibility). The test consist of

a) Pre-test

In this pre-test, the researcher asked about samples' favorite movie, retold the story and value of that movie. The questions answered one by one.

b) Post-test

In post-test, researcher asked to samples about favorite place, the location and reason to choose that place. In post- test the researcher only asked the samples one time after that samples answered all at once.

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[3] S. Nasution, *Metode Research (Penelian Ilmiah),* (Cet. X, Jakarta: PT. Bumi Aksara, 2008), P.98.

2. Recording

Recorder used to record while this research applied, in order to make more accurate in result of research.

E. *Procedure of Collecting Data*

In collecting data, the researcher did some procedure, such as:

1. Giving pre-test before treatment.

The researcher gave pre-test in this research in purpose to measure students' speaking skill, in this pre-test the researcher used oral test.

2. Giving several treatments after pre-test given.

In treatment these are several steps that the researcher did:

a) Explain about drama parody.

b) Give example of drama parody.

c) Divide the students into groups.

d) Give theme and titles of drama parody.

e) Give the students vocabulary related to drama parody that they use in show.

f) Ask the student to prepare the show.

g) Give chance the student to show their parody.

3. Giving post-test after giving treatment.

After the researcher gave students treatment, the researcher gives post-test to measure students' speaking skill after giving treatments.

4. Analyzing the students' result of the test.

To know when drama parody can develop students' speaking skill. After the researcher collect data and than researcher analyzed the data to know the differences of students' speaking skill before and after giving treatments.

5. Recording, tape recording was used when researcher collect data.

F. *Data analysis*

To analysis the data, the researcher applied the steps as follows, gave score to the students based on the tests' result. Data collected by the researcher were tabulated into scoring classification, test significance, mean score, standard deviation, and error standard, criteria of hypothesis acceptability as follows:

The scoring classification as follows[4] :

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. There are two or four grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few errors of grammatical and

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[4]J. B Heaton, *Writing English Language Test,* (New York : Longman Group UK Company, 1988), h 100

		lexical but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but not seriously. A few grammatical and lexical errors but only are causing confusion.
Average	3	Pronunciation is more influence by mother tongue with a few serious grammatical and lexical errors, some of which causing confusion.
Poor	2	Pronunciation is serious influence by mother tongue with more grammatical and lexical errors that can make misunderstanding in communication.
Very poor	1	Serious pronunciation errors and there are many basic grammatical and lexical errors and communication can not be understand.

2. Fluency

Classification	Score	Criteria
Excellent	6	Speaking without great an effort with a fairly wide range of expression. Searching for occasionally words. Two or four unnatural pauses.
Very good	5	Making an effort at times to search for words. A few unnatural pauses.
Good	4	Occasionally fragmentary but success in conveying the general meaning. Fair range expression.
Average	3	Search for desire meaning. Frequently fragmentary, almost making the effort at the times. Limited range of expression.
Poor	2	Long pauses while searching for the words. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Much times making an effort. Very limited range expression,

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker intention and general meaning. Very few interruption or classification required.
Very good	5	The speaker intention and general meaning are fairly clear. A few interruption and classification required .
Good	4	Most of what speaker' says is easy follows. The intentional is clear but several interruptions are necessary to help him.
Average	3	The listener can understand a lot what is said, but must seek for classification when the speaker speaking in longer sentences.
Poor	2	Only short phrases and sentences can be understood by the listener.

Very poor	1	Even the listener makes a great interruption and the speaker unable making clarify what have been said.

In this research the researcher in looking for mean score and standard deviation of students' score in pre-test and post-test using SPSS 15

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter includes of two section, the first section is finding and the second is discussions.

A. Findings

In this section shows the result of the data that analyzed statistically and tabulating of data. It comprised students' data from pre-test and pos-test, classification of students' data from pre and post test the mean score and standard deviation of the students' pre-test and post-test.

The analysis of students' score in pre and post test.

a). Pre-test

In this section the researcher shows that the students' score completely in pre-test. Score of students in accuracy, fluency and comprehensibility will be presented in the tables, the mean score, standard deviation and rate percentage of students' score were calculated by using SPSS 15. It was tabulated by following table, which was

Table 1.1

The Scores of Students` Speaking Skill in the Pre-test

Respondents	Accuracy	Fluency	Comprehensibility	Total
R1	3	3	3	9
R2	2	3	2	7
R3	3	3	3	9
R4	3	3	3	9
R5	2	2	3	7
R6	2	2	3	7
R7	2	3	2	7
R8	2	3	3	8
R9	3	2	2	7
R10	2	2	2	6
R11	3	2	2	7
R12	2	3	2	7
R13	3	2	3	8
R14	3	3	3	9
R15	2	3	3	8
R16	3	3	3	9
R17	3	3	4	10
R18	3	3	4	10

N=18				∑X=145

In speaking skill there were three aspects consist of accuracy, fluency, and comprehensibility. In this section the researcher presented and tabulated the mean score of students' speaking ability one by one. It explains more clearly by following tables, they were:

1). Accuracy

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 15. The result can be presented in to the table descriptive statistic as follows:

Table 1.2

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	18	1,00	2,00	3,00	46,00	2,5556	,12052
Valid N (listwise	18						

From the table 1.2, it was showed that the highest score of students is 3 and the lowest score is 2. Besides, it also indicated that the mean score of students' accuracy in pre-test is 2,5 and the standard deviation error is 0,12052.

Besides, by using interview, researcher had got score of students' scores in accuracy, before treatments. Accuracy score presented through the table of rate percentage score. The table was showed as follows:

Table 1.3

The Rate Percentage Scores of the Students` Accuracy in Pre-test

Classification	Rating	Frequency	Percentage
Excellent	6	0	%
Very good	5	0	%
Good	4	0	0%
Average	3	11	61%
Poor	2	7	39%
Very Poor	1	0	0%
Total		18	100%

From table 1.3 indicated that score of accuracy that had took by researcher showed that the students who got excellent (0%), very good (0%), no students who got good (0%), there 11 students (61%) that got average. Besides there were 7 students (39%) who got poor and last there were no students (0%) who got very poor.

The conclusion from table 1.3, about accuracy in class BIG A majority got average with frequency was 11 students or 61% and 7 of the students got poor or 39% it means the students in BIG A is not good enough in accuracy.

2). Fluency

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 15. The result can be presented in to the table descriptive statistic as follows:

Table 1.4

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	18	1,00	2,00	3,00	48,00	2,6667	,11433
Valid N (listwise	18						

From the table 1.4, it was showed that the highest score of students is 3 and the lowest score is 2. Besides, it also indicates that the mean score of students' fluency in pre-test is 2,6 and the standard deviation error is 0,11433.

Before treatment the researcher gave interview to find out students' fluency. Fluency score presented through the table rate percentage score. The table was showed as follow.

Table 1.5

The Rate Percentage Scores of the Students` Fluency in Pre-test

Classification	Rating	Frequency	Percentage
Excellent	6	0	0%
Very good	5	0	0%
Good	4	0	0%

Average	3	12	72%
Poor	2	6	28%
Very Poor	1	0	0%
Total		18	100%

From table 1.5 indicated that score of fluency that had took by researcher showed that the students who got excellent (0%), very good (0%), and than there were no students (0%) who got good, there 13 students (72%) that got average. Besides there were 6 students (28%) who got poor and last there were no students (0%) who got very poor.

In tables 1.5 there were 12 students included to average in English and 6 of them were poor. It means the students' majority could to search for desire meaning. And 6 students got long pause while searching for the words.

3). Comprehensibility

For looking the mean score of students' comprehensibility in pre-test, the researcher calculated it by using SPSS 15. The result can be presented in to the table descriptive statistic as follows:

Table 1.6

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	18	2,00	2,00	4,00	50,00	2,7778	,15244
Valid N (listwise)	18						

From the table 1.6, it was showed that the highest score of students is 4 and the lowest score is 2. Besides, it also indicates that the mean score of students' fluency in pre-test is 2,7 and the standard deviation error is 0,15244.

Before treatment, researcher did interview to find student' accuracy score. Accuracy score presented through the table rate percentage score. The table was showed as follow:

Table 1.7

The Rate Percentages Score of the Students` Comprehensibility in Pre-test

Classification	Rating	Frequency	Percentage
Excellent	6	0	0%
Very good	5	0	0%
Good	4	2	12%
Average	3	10	55%
Poor	2	6	33%
Very Poor	1	0	0%
Total		18	100%

From table 1.7 indicated that score of accuracy that had took by researcher showed that the students who got excellent (0%), very good (0%), and than there were 2 students (12%) who got good, there 10 students (55%) that got average.

Besides there were 6 students (33%) who got poor and last there were no students (0%) who got very poor.

From table 1.7 researcher got conclusion that minority of student got good in classification. It means in BIG A their comprehensibility was so low. And majority of the students still got average and poor in comprehensibility aspect.

b). Post-test

In this section, the researcher rate percentage students' scores of speaking ability in post-test. The results were presented in tables, these complete of students' scores in speaking ability as follows:

Table 1.8

The score of students' speaking skill in post-test

Respondents	Accuracy	Fluency	Comprehensibility	Total
R1	4	3	4	11
R2	4	3	4	11
R3	3	4	4	11
R4	4	4	4	12
R5	3	4	4	11
R6	4	4	4	12
R7	4	3	4	11
R8	5	5	4	14
R9	3	3	4	10

R10	3	3	3	9
R11	4	4	4	12
R12	4	3	4	11
R13	3	3	4	10
R14	3	3	3	9
R15	3	3	4	10
R16	4	3	4	11
R17	4	3	4	11
R18	4	4	4	12
N=18				$\sum X=198$

In other side, the researcher also made students' score in speaking ability, which had been given treatment by using drama parody. It was presented through table of distribution frequency and percentage, as follows:

1). Accuracy

For looking the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 15. The result can be presented in to the table descriptive statistic as follows:

Table 1.9

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	18	2,00	3,00	5,00	66,00	3,6667	,14003
Valid N (listwise)	18						

From the table 1.9, it shows that the highest score of students is 5 and the lowest score is 3. Besides, it also indicates that the mean score of students' accuracy in post-test is 3,66 and the standard deviation error is 0,14003.

In other side, the writers also had made score of the students' accuracy who had been given treatment by using discussion and it presented through the table rate percentage scores. The table was showed as follows:

Table 1.10

The Rate Percentage Scores of Students` Accuracy in Post-test

Classification	Rating	Frequency	Percentage
Excellent	6	0	0%
Very good	5	1	5%
Good	4	10	55%

Average	3	7	40%
Poor	2	0	0%
Very Poor	1	0	0%
Total		18	100%

From table 1.10 indicates that score of accuracy that had took by researcher showed that the students who got excellent (0%), 1 student get very good (5%), and than there were 10 students (55%) who got good, there 7 students (40%) that got average. Besides there were no students (0%) who got poor and last there were no students (0%) who got very poor.

From table above the researcher got conclusion that students' accuracy had been developed, because there were not got poor and very poor in fact there was 1 student got very good, 10 got good and 7 got averages in classification.

2). Fluency

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 15. The result can be presented in to the table descriptive statistic as follows:

Table 1.11

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	18	2,00	3,00	5,00	62,00	3,4444	,14512
Valid N (listwis	18						

From the table 1.11, it shows that the highest score of students is 5 and the lowest score is 3. Besides, it also indicates that the mean score of students' accuracy in post-test is 3,44 and the standard deviation error is 0,14512

In other side, after did treatment researcher applied interview to find students' fluency it presented through the table rate percentage scores. The table was showed as follows:

Table 1.12

The Rate Percentage Scores of Students` Fluency in Post-test

Classification	Rating	Frequency	Percentage
Excellent	6	0	0%
Very good	5	1	5%
Good	4	6	33%
Average	3	11	62%
Poor	2	0	0%
Very Poor	1	0	0%
Total		18	100%

From table 1.12 indicates that score of fluency that had took by researcher showed that the students who got excellent (0%), 1 student got very good (5%), and than there were 6 students (33%) who got good, there 11 students (62%) that got

average. Besides there were no students (0%) who got poor and last there were no students (0%) who got very poor.

In table 1.12 there were 1 student got very good, 6 got good and 11 god averages, from data above the researcher got conclusion that students' fluency had been developed, because in pre-test there was nothing obtained very good and good.

3). Comprehensibility

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 15. The result can be presented in to the table descriptive statistic as follows:

Table 1.13

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibilit	18	1,00	3,00	4,00	70,00	3,8889	,07622
Valid N (listwise)	18						

From the table 1.13, it shows that the highest score of students is 4 and the lowest score is 3. Besides, it also indicates that the mean score of students' comprehensibility in post-test is 3,88 and the standard deviation error is 0,07622.

In other side, the writers also had made score of the students' comprehensibility who had been given treatment by using discussion method and it presented through the table rate percentage scores. The table was showed as follows:

Table 1.14

The Rate Percentage Scores of Students` Comprehensibility in Post-test

Classification	Rating	Frequency	Percentage
Excellent	6	0	0%
Very good	5	0	0%
Good	4	16	88%
Average	3	2	12%
Poor	2	0	0%
Very Poor	1	0	0%
Total		18	100%

From table 1.14 indicated that score of accuracy that had took by researcher showed that the students who got excellent (0%), very good (0%), and then there were 16 students (88%) who got good, there 2 students (12%) that got average. Besides there were no students (0%) who got poor and last there were no students (0%) who got very poor.

From data above it indicated that students' comprehensibility had been developed by reason there were 16 students got good in classification, and just 2 got average.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also presented the total mean score and standard deviation of in pre-test and post-test, and then

compare both of them. The result will be presented in to the table descriptive statistic as follows:

Table 1.15

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	18	6,00	10,00	8,0556	1,16175
Posttest	18	9,00	14,00	11,0000	1,18818
Valid N (listwise)	18				

From the table 1.15, it indicates that the standard deviation in pre-test was 1,16 and in post-test was 1,18. It also shows that mean score of the students in pre-test was 8,05 and the mean score of the students in post-test were 11. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using drama parody in teaching speaking can developing the students' speaking skill.

To know whether the pre-test and post-test are significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 15. The results can be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It is presented in the following tables:

Table 1.16
The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	11,0000	18	1,18818	,28006
	Pretest	8,0556	18	1,16175	,27383

The table paired samples statistics of pre-test and post-test above indicated that the value of standard deviation in pre-test was 1,16175 and 1,18818 in post-test. Besides, the standard deviation error in pre-test was 0,27383 and in post-test was 0,28006. The table above also showed that mean score in pre-test was 8 and in post-test was 11. It can concluded that the students' score improved from 8 to 11

Table 1.17

The Paired Samples Correlations of Pre-test and Post-test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Posttest & Pretest	18	,170	,499

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is 0,17. It means that there is a significant correlation in developing students' speaking skill through drama parody before and after treatment.

Table 1.18

The Paired Samples Test of Pre-test and Post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Posttest - Prete	2,94444	1,51356	,35675	2,19177	3,69712	8,254	17	,000

From the table sample test above, the researcher got the data that t_0 (t_{count}) = 8,254 and df (degree of freedom) = 17. According to the gay, t_t = 2,093, it is the standard of signification 5% (0,05) with degree of freedom (df) = 17. Based on the result, the researcher concluded that t_0 (t count) is higher than t_t (t table), $t_0 > t_t$.

$$8,254 > 2,093$$

Related to the result that ($t_t > t_0$) the t_{count} higher that t_{table}, it means the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted. It concludes that there was a significance difference in teaching speaking before and after using drama parody. Therefore, the researcher assumed that drama parody can develop students' speaking skill (accuracy, fluency, and comprehensibility) of the students at the third semester of English Education Study Program Tarbiyah of STAIN Palopo.

B. Discussion

In this section researcher explained not only the result of the research but activity in research and correlation of drama parody that developing students speaking skill also explained.

1. Activity

In this research the researcher applied an experimental method in collecting data. It means consist of 3 steps, there are pre-test, treatment and post-test,

In pre-test the researcher collected the students, pre-test applied to find out students ability in speaking (accuracy, fluency, comprehensibility). This data became the basic students' point, this point that compare with last point and made conclusion.

After the researcher collected students, the researcher called the students one by one to do oral test. In the end of oral test the researcher gave point about students' speaking skill.

In treatment, in first treatment the researcher gave some explanation about drama parody and example of drama parody. In second treatment the researcher divided the students into 3 groups after that the researcher gave students 3 kinds of theme and 3 kinds of tittles that students would showed, after that the researcher gave some examples of vocabularies that related to 3 kind of parody theme. And finally the researcher commanded the students to prepare the parody that will be showed. This treatment activity did by researcher continuously in next treatment until six times treatment.

In post-test, same as like in pre-test, but the differences was the way to do oral test, when in pre-test the researcher asked the question one by one but in post-test the researcher asked the question only one time for each students. After that same like in pre-test at the end of post-test the researcher gave point about students' speaking skill, and that point became last point.

2. Analyzed the result of the research

The researcher analyzed about the result of using drama parody to develop students' speaking skill. First, the mean score obtained in the pretest (8) was smaller than mean score obtained in post test(11). It means that students' speaking skill was developed. Second from the t-test statistic analyzed the researcher found that value of t-test (8,254) was greater than t-table (2,093). They were significantly different.

As addition the researcher proved the research by write an interview track record.

a) Pre-test

In pre-test research did an interview about movie and the value of that movie.

Researcher   : ok R what is your favorite movie?

R   : my favorite movie is acting movie

Researcher   : can you tell me or retell about the movie?

R   : e…. it is about the police e…. want to e… (long pause) what this it take e… (long pause) catch penjahat and they e… attack by the preysener and all of the police is dead and the prisoners is win, that all that can I retell to you..

Researcher   : can you tell me the value of this movie?

> *R   : it is about friendship e… it is all about friendship.*
>
> *Research   : ok well thanks for R.*

b) Post-test

In post test the researcher gave question about sampling favorite place, the location and reason why that place to be a favorite.

> *R   : ok thank you my name is R and my favorite place is Toraja its located in South Sulawesi a… why I chose Toraja because it is very beautiful place. In Toraja there are many tourism places such as lemo and ketekesu and when I visit a… Toraja there are… I met many tourists but that thing I like the most from Toraja is the culture, it is very unique culture. Their keep… their keep their culture until now and I very like that. It is like paradise in the world, oh my god.. Toraja… thank you.*

In this section researcher explained the development of one of the students that was a representative for all samples. The explanation would be in three aspects (accuracy, fluency, comprehensibility) as follows:

1) Accuracy

In this aspect, it explains the sample's accuracy in speaking.

From data above in pre-test the sample's pronunciation is more influence by mother tongue with a few serious grammatical error, like "*police e… want to e… what is it <u>take e… catch</u> penjahat and they e.. attack by prayseners*". In fact when there were two verbs in one statement we have to add *to* between verbs. The other mistake that causing confusion is *take catch,* there was no meaning about that. In that pre-test samples did lexical error, like "*preysener*" actually what sample means is

"prisoners". From some mistake above it's concluded the sample was in average level.

In post-test the accuracy of sample had been developed, because there was nothing lexical error or causing confusion. In post-test samples could to get good in classification because pronunciation was moderately influenced by mother tongue but not seriously, example when sample said lemo and ketekesu that influenced by mother tongue. From explanation above it's concluded the sample included in good classification.

2) Fluency

In fluency aspect, it analyzed about effort of sample in searching expression or words in speaking.

From data above the sample did many pause in pre-test like in *"want to e (Long pause)…what is it take e…. (Long pause)catch"*. In this time sample got twice long pause in short statement, it means samples searched for the desired meaning in while long pauses and frequently fragmentary and halting delivery, example in *"what is it take a…. (Long pause) catch"*. In that time sample took too long in connected the word. Based that example the classification for the sample was poor.

In post- test the sample only got pause once in *"there are… I met many tourists"*. It means the fluency had been developed, because it was better than in pre-test when sample got long pause. Besides sample was success in conveying the general meaning.

3) Comprehensibility

In comprehensibility aspect, it explains about how easy for the listener to understand the speakers' intention and general meaning.

Data above in pre-test, listener could understand a lot what is said, but must seek for clarification when the speaker was spoken in longer sentences. For example in statement *"want to e… (Long pause) what this it take e… (Long pause) catch penjahat and they a attack by the preysener and all of the police is dead and the prisoners is win".* In that statement listener needed to sough for clarification about "*this it take e… (long pause) catch penjahat"* what sample means. Based from example above the sample could include to average classification.

In post test most of what speaker' says is easy to follow but several interruption was necessary to help sample in comprehensibility. For example in statement *"Toraja there are… I met many tourists but that thing I like the most from Toraja is the culture, it is very unique culture."*, as interruption better to continue the information when sample said *"Toraja there are…"* not made fragmentary the information. In post-test sample could include to good classification.

3. Correlation of drama parody and developing speaking skill

The correlation of drama parody that developed students' speaking skill was begun in the fact that we liked to do something that made enjoy our self, and drama parody was one of fun activity that included in the way of learned, in order hand there were several advantages of drama parody that supported in developed students speaking skill, there were self actualization, communication skill and fun.

Self actualization is the first advantages of drama parody, in drama parody the students would take a risk in showed the parody and trained their self confidence. Communication skill of the students would be train and made them better in not only studied but also in social circumstance, the last was fun, and this was a big point in learning process. Drama parody was fun activities, as way of learning in showed parody the students was free to critic something without afraid would hurt someone feeling, because they would critic in funny ways and also the students was free to choose who would they became.

The point of learning process in how to make students enjoy and eager to study, and drama parody was one of many ways of learning that made students felt enjoy and eager to study.

The data above proves that drama parody that was formulated in teaching speaking can develop students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter includes of conclusion and suggestion in compliance with the finding and some suggestion related to the finding and application of the research.

A. *Conclusion*

Before the researcher gives his conclusion, there are two hypotheses that help the researcher in makes a conclusion, first hypothesis says that drama parody is not effective to developing students' speaking skill at the third semester of STAIN Palopo, this hypothesis acceptable if there is no developing in students speaking skill. Second hypothesis says drama parody is effective to developing students' speaking skill at the third semester of STAIN Palopo, this hypothesis can be acceptable if students' speaking skill is develop.

In this section the researcher takes a conclusion, and the conclusion is this drama parody is effective to developing students' speaking skill at the third semester of STAIN Palopo. This conclusion gets stronger with some fact that researcher found when the researcher did data analyzed in finding section, it could be proved by t-test that the mean score in pre-test (8) was greater than mean score obtained in post-test (11) and t-test statistic analyzed the researcher found that value of t-test (8,254) was greater than t-table (2,093). They were significantly different.

B. Suggestion

Based on the findings, conclusion and the application of the research, the research suggests some ideas follows:

1. In teaching speaking skill, the lecturers should prepare the materials that stimulate students to speak. Besides the lecturers should use a unique method to interest students in studying speaking, and lecturers should build a good relationship with the students in order to understand students' problem in learn English.

2. The teacher who wants to apply drama parody should prepare some steps, such as:

Give some explanation about parody and everything that can help the student in understand about parody. For example vocabularies or real parody movie .after that prepare the theme or situation from low level to high, in purpose to make student be their habitual and before student make their parody the teacher have divide students into group at the end the teacher review of the every time after students' show, in order to make students know their weakness.

APPENDIX

FIRST MEETING

1. Explaining all about drama and parody

- Definition of drama parody
- Kind of drama comedy

There is several type of dram comedy and these are:

a. Comedy of manner.
b. Romantic comedy.
c. Farce.
d. Screwball.
e. Burlesque.
f. Satire or parody.
g. Black drama.

- Elements of drama

a. Focus
b. Tension
c. Space
d. Mood
e. Contrast
f. Symbol
g. Role

2. Give example of drama parody.

SECOND MEETING

1. Divide the students into 3 groups
2. Give theme and title of parody
➢ parody theme : fairy tale
➢ kind of titles :
   - Arabian fairy tale
   - Japan fairy tale
   - Indonesian fairy tale

3. Give the students vocabulary related to drama parody that students will use in show.

shaman : peramal
princess : putri
prince : pangeran
kingdom : kerajaan
ambush : serangan mendadak
castle : puri
witch : penyihir
curse : kutukan
traitor : penghianat
loyal : setia
troops : pasukan
fortress : benteng
genie : jin
dessert : padang pasir
trap : jebakan

4. Ask the students to prepare the show.

THIRD MEETING
1. Students show their parody
2. Divide the students into 3 groups
3. Give theme and titles of drama parody
   ➢ parody theme : movie
   ➢ kind of titles :
- Ayat – ayat cinta
- Romeo and juliet
- Mohhabatein
4. Give the students vocabulary related to drama parody that they will use in show.

couple : pasangan
dilemma : dilema
troublemaker : pembuat masalah
capital town : ibu kota
LDR (long distance relationship) : hubungan jarak jauh
enemy : musuh
publisher : penyiar
broken heart : putus
hubby : saying (pangilan/gelar)
honey moon : bulan madu
blessing : restu
runaway : melarikan diri
overseas : luar negeri
5. Ask the student to prepare the show.

FOURTH MEETING

1. Students show their parody
2. Divide the students into 3 groups
3. Give theme and titles of drama parody
   ➢ parody theme : TV program
   ➢ kind of titles :
- X factors
- Take me out
- Indonesia Lawyer
4. Give the students vocabulary related to drama parody that they will use in show.

commentator : juri
value : nilai
presenter : pembawa acara
case : kasus
solution : solusi
opinion : pendapat
affirmative : pihak setuju
negative : pihak tak setuju
advise : nasehat
fake : palsu
policy : kebijakan
corruption : korupsi
functionary : pejabat
sin : dosa
chemistry : kecocokan
motivator : motivator

5. Ask the student to prepare the show.

FIFTH MEETING
1. Students show their parody
2. Divide the students into 3 groups
3. Give theme and titles of drama parody
   - parody theme : Place
   - kind of titles :
- School
- Campus
- Office
4. Give the students vocabulary related to drama parody that they will use in show.

teacher: guru
lecturer : dosen
lesson : mata pelajaran
lecture : mata kuliah
class mate: teman sekelas
policy : kebijakan
work overtime : lembur
chairman : ketua
fired : pecat
salary : gaji
make a line : ngantri
5. Ask the students to prepare the show

SIXTH MEETING

1. Students show their parody
2. Divide the students into 3 groups
3. Give theme and titles of drama parody
   - parody theme : jobs
   - kind of titles :

- Police
- Actress/actor
- Government

4. Give the students vocabulary related to drama parody that they will use in show.

arrest : menangkap
release : lepas
jail : penjara
talkaktif : cerewet
policy : kebijakan
bored : bosan
awesome : luar biasa keren
assistant : asisten
rule : aturan
boss : atasan
cheat : nyontek
punishment : hukuman
holyday : hari libur
exam : ujian
explode : meledak
case : kasus
detektif : ditektif

5. Ask the students to prepare the show.

Pre-test

In pre-test the researcher did oral test with gave some questions to the students, as follows:

1. What is your favorite movie?
2. Can you retell to me about that movie?
3. What is value of that movie?

Post-test

In post-test the researcher gave some questions in one time and the questions:

1. What is your favorite place?
2. Where is the location of that place?
3. Why you choose that place be your favorite place?