

**THE EFFECTIVENESS OF PERFORMING DRAMA TO
IMPROVE STUDENTS' PRONUNCIATION OF AFFIX "S"
ADDED TO SIBILANT SOUNDS IN THE SIMPLE PRESENT
TENSE**

**(An Experimental Research at the Seventh Grade Students of SMPN 23
Semarang In the Academic Year of 2010/2011)**

A Final Project

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In English Language Education**



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MOTTO

"If you fail, don't be despair. Take that experience to blaze your consciousness for combat so that your glorious aspirations reached immediately"



And a tongue and a pair of lips (QS. Al-Balad: 9) ¹

DEDICATION

¹A. Yusuf Ali, *The Holy Qur'an*, (US. Al Rajhi Company.1934) p. 1738

This thesis is dedicated to:

- ❖ My beloved mother; *Sulastri* and my beloved father *Sukadi* and also my special dedication is for my sister *Neni Rohmiyati* and my brother *Fathul Huda*. You are the best supporter for me.
- ❖ All my big family, my brother in law, sister in law, my nephew, and my niece: *Pipin Subiyanto, Titik Hanifah, Ahmad Fadly* and *Maftukhatur Rizqiyah* Thank you so much for your pray during my study.

A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, Desember 2010

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ABSTRACT

MUHAMMAD HANAFI (Student Number: 63411072). *The Effectiveness of Performing Drama to Improve Students' Pronunciation of Affix S Added to Sibilant Sounds in The Simple Present Tense (An Experimental Research at the Seventh Grade Students of SMPN 23 Semarang in 2010/2011 Academic Year).* Thesis, Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo), 2011.

Keywords: Performing Drama, Pronunciation, Affix "S" Added to Sibilant Sounds in the Simple Present Tense.

Background of this study is an effort to know which technique is suitable to use in teaching Pronunciation. Indonesian students who have learned English for several years are still cannot communicate using English. So the researcher thought that there should be a solution to cope with that problem. The researcher tried to use Performing Drama as a technique to improve students' Pronunciation of Affix "S" Added to Sibilant Sounds in the Simple Present Tense.

This study is about the use of Performing Drama as technique/method to improve student's Pronunciation of Affix "S" Added to Sibilant Sounds in the Simple Present Tense of the seventh grade students of SMPN 23 Semarang in the 2010/2011 academic year. The statement of the problem in this study is; is Performing Drama effective for the seventh grade students of SMPN 23 Semarang to improve Student's Pronunciation of Affix "S" Added to Sibilant Sounds in the Simple Present Tense? The objective of the study is to find out whether or not Performing Drama is effective for the seventh grade students' of SMPN 23 Semarang in 2010/2011 academic year to improve Student's Pronunciation of Affix "S" Added to Sibilant Sounds in the Simple Present Tense.

The population of the research was the seventh grade students of SMPN 23 Semarang. The research methodology was an experimental research, which conducted in two classes; the experimental group (VII B) and control group (VII A) as sample. The VII B was taught by Performing Drama, while the VII A was taught without Performing Drama (Direct Method). The writer gave Performance test to gather the data. The test without tried out test because the test had been valid. The formula that was used to analyze the data was t-test. It was used to determine whether or not there was a significance difference between students' score in experimental group and students' score in control group.

After the data had been collected by using test, it was found that t-test was (1.754), whereas the t-table was (1.67) for $\alpha = 5\%$. The t-test score was higher than the t-table ($1.754 > 1.67$). It was meant that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, Performing Drama was effective technique/method in improving students' pronunciation in SMPN 23 Semarang.

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All the praises belongs to the king of life Allah SWT, the most merciful and the most graceful until this thesis can be completely finished. Secondly, my peace and salutation to the best our prophet Mumammad saw who has shown us the good and the bad character. The effectiveness of Performing Drama to Improve Students' Pronunciation of Affix "S" added to Sibilant Sounds in The Simple Present Tense (An Experimental Research at the Seventh Grade Students of SMPN 23 Semarang 2010/2011 Academic Year) is a thesis for readers who want to know the use of Performing Drama to improve students' pronunciation of affix "s" added to sibilant sounds in the simple present tense. Performing Drama is one of technique/method that can be used in teaching learning process especially in the teaching of students' pronunciation of affix "s" added to sibilant sounds in the simple present tense. It is more general term, role play and simulation, as well as other types of activities, such as play reading, recitation, and improvisation. So, it can be minimized students' shy, and improve students' pronunciation. For teachers, the use of performing drama has alternative device to stimulate students and motivation to speak in good pronunciation when they are interaction with friends.

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TABLE OF CONTENT

PAGE OF TITLE	i
ADVISOR APPROVAL.....	ii
THESIS STATEMENT	iii
RATIFICATION	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	ix
TABLE OF CONTENT	x
LIST OF APPENDIXES.....	xiii

CHAPTER I

INTRODUCTION	1
A. Background of the Study	1
B. Reasons for Choosing Topic	3
C. Research Question	4
D. Objective of the Study	4
E. Limitation of the Study	4
F. Significance of the Study	4
G. Definition of Key Terms	5

CHAPTER II

REVIEW OF RELATED LITERATURE	7
A. Theoretical Review	7
1. Performing Drama.....	7
a. Procedure to teach drama	8
b. Why teach drama	10
2. Pronunciation	11
a. According to Gerald Kelly state in teaching pronunciation	12
b. Spelling changes	14
3. Affix "s" Added to Sibilant sounds in the Simple Present Tense ..	16
4. The Benefit of Using Drama in the ESL/EFL Classroom.....	18

5. Drama in Teaching English as a Second Language – a Communicative Approach	22
B. Previous Research	32
C. Research Hypothesis	33

CHAPTER III

METHODOLOGY OF RESEARCH	34
A. Research Design	34
B. Subject of the Research	37
1. Population	38
2. Sample.....	38
C. Research Variables	39
1. The Independent Variable	39
2. The Dependent Variable	39
D. Time and Setting	40
E. Method of Data Collection and Analysis	40
1. Source of Data.....	40
2. Success Indicators	40
3. Methods of Collecting Data	40
4. Scoring Technique	42
5. Method of Data Analysis	44

CHAPTER IV

FINDINGS AND DISCUSSION	50
A. First Analysis	50
B. Second Analysis	51
1 Analysis of Pre-test	51
2 Analysis of Post-test.....	56
C. Discussions	61
1 Students' Condition in Control Group	62

2 Students' Condition in Experimental Group.....	62
D. Limitation of Research.....	64
CHAPTER V	
CONCLUSION AND SUGGESTION	65
1 Conclusions.....	65
2 Suggestions	65
Bibliography	59
Appendixes	61

LIST OF APPENDIXES

- Appendix 1 : Data of test
- Appendix 2 : Test of the normality data of pre test control group (class VII A)
- Appendix 3 : Test of the normality data of pre test experimental group (class VII B)
- Appendix 4 : Test of the normality data of post test control group (class VII A)
- Appendix 5 : Test of the normality data of post test experimental group (class VII B)
- Appendix 6 : Test of similarity between two variances in pre test of experimental and control group
- Appendix 7 : Test of differences between two variances in the pre test of experimental and control groups
- Appendix 8 : Test of similarity between two variances in post test of experimental and control group
- Appendix 9 : Test of differences between two variances in the post test of experimental and control groups
- Appendix 10 : Interview
- Appendix 11 : Score class VII A control class (pre-test)
- Appendix 12 : Score class VII B experimental class (pre-test)
- Appendix 13 : Score class VII A control class (post-test)
- Appendix 14 : Score class VII B experimental class (post-test)
- Appendix 15 : Performance test VII A control class (pre-test)
- Appendix 16 : Performance test VII B experimental class (pre-test)
- Appendix 17 : Performance test VII A control class (post-test)
- Appendix 18 : Performance test VII B experimental class (post-test)
- Appendix 19 : Pre test (reading)
- Appendix 20 : Post test (reading)