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

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Islamic Education In English Language Education

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"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

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
The Writer,

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ABSTRACT
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 $a = 5\%$. The t-test score was higher than the t-table (1.754 > 1.67). It was meant that $H_a$ was accepted while $H_0$ 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 Muhammed 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.

The researcher realizes that she cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, the researcher would like to extend her appreciation to all of them, especially to:

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