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Peningkatan Keterampilan Berbicara Bahasa Inggris Dengan Penerapan Metode Drama Interaktif Di Politeknik Kesehatan Kemenkes Surabaya (Interactive Drama For The Health Voccational Students) Wisnu Istanto, Edy Haryanto, Syamsul Arifin, Sri Sulami EA

Abstract: Implementation of interactive drama method is an effort to improve the achievement of English speaking skill especially for healthcare vocational students. The purpose of this study is to determine the effective implementation of interactive drama method to improve the achievement of students' English speaking skills. This research can be categorized as experimental research. This study used experimental and control group design with pre-test and post-test. Two groups will be selected, the experiment group and the control group. This research use random sampling method. Each class has 28 students. The research was conducted in the Department of Health Analyst and Electrical Engineering of Polytechnic of State Health of Surabaya. Interactive drama teaching steps are divided into four stages consisting of (1) working on drama script, (2) drama exercises, (3) drama production, and (4) drama evaluation. This research has also proved that there are significant differences in the application of interactive drama method with General English teaching methods. The difference value is indicated by the Independent T-Test test of 0.000 <0.05 Sig (2-tailed). It has proven that the application of interactive drama is quite effective in improving the skills and ability to speak English. Index Term: speaking, teaching, interactive drama, script, exercise, production, evaluation. —————————?———————— 

Introduction Teaching English as a foreign language requires various attempts to obtain satisfactory achievements[1]. Teachers should be able to stimulate and encourage students in sustainable learning situations. EFL students need some stimulants to develop their psychological boosters especially to speak English [1][2][3]. Teaching speak should have the expanded teaching strategies. Teaching strategies should be used to achieve proper speaking skills [9][16]. Especially for vocational students, they should be able to apply not only in class but must be able to apply them in real field. Vocational schools such as Health Polytechnic Surabaya have high awareness to develop applied skills. Drama is one of many teaching speaking strategies in language teaching. Teaching speaking by using drama giving students the opportunity to speak in a less controlled and more creative way[5][18]. Drama can bring students closer to the real use of the target language that may be needed. The important roles of drama can involve students in understanding text exploration and in developing students' speaking skills in analyzing the motivation of characters, themes and ideas, language and literature techniques and the author's perspective [5][13][25]. _____ ? Wisnu Istanto has been lecturing in Health Analyst Department of Health Polytechnic Surabaya, Email: istantowisnu@yahoo.com ? Edy Haryanto, Syamsul Arifin and Sri Sulami EA have been lecturing in Health Analyst Department of Health Polytechnic Surabaya. The planned drama approach, which develops critical analysis and student creativity, instills the appropriate structures, processes and skills to stimulate personal responses that are then transferred when new text analysis, ideas or situations are needed[6][10]. Speaking is the most common and important way for developing communication among people. The successful communication is to speak well, efficiently and articulatively, and to use effective voice instruments for success talks . It can

also be utilized to occupy an important position both individually and socially [14] [22].[24][26]. Four principles of teaching speaking [16] [17][20] are 1. To provide students the practice with fluency and accuracy. Accuracy is the extent to which student speaking matches what people say when they use the target language. Fluency is the extent to which speakers use language quickly and confidently, with little hesitation or unnatural pauses, false beginnings, word searches, and so on. Teachers should give students the practice of developing fluency and realize that making mistakes is a natural part of learning a new language 2. To provide an opportunity for students to speak in group or partnership, and restrict the teacher' s speaking. It is important for language teachers to realize how much they are talking about in class all the time so students can express what they think of. Group work activities and work groups can be used to increase the amount of time that students can use in the target language during the lesson. 3. To plan a speaking task that involves meaning negotiation. Students make progress by communicating in the target language because the interaction must involve trying for the students' understanding. This process is called meaning negotiation. This involves checking to see if they have understood what someone has said, clarifying their understanding, and making sure that someone has understood the meaning. 4. To design classroom activities involving guidance and good practice in both transactional and interactional speaking. When we talk to someone outside the classroom, we usually do it for interaction or transactional purposes. Interactional speaking communicates with a person for social purposes. Transactional speaking involves communication to accomplish something, including exchange of goods and / or services. The benefits of drama work through a series of paradoxes [6] [15]. Specifically, participants can: A) are emotionally involved but at the same time distant, because they know that the situation is just fictional; B) take seriously but without responsibility, because the fictitious context frees them from the responsibility of their actions; C) be an actor as well as an audience; D) brings personal experience into a fictitious context, but also creates a new one in the symbolic framework of the drama The scope of creative drama through six principles: A student learning content is better than other content [15][25][26]. A) Learning takes place as a result of student interaction with the environment. B) The more sensory organs students use when learning, the greater the retention of the lessons. C) A student learns best by doing and experiencing. D) Effective participation is important in studying emotional behavior. E) Learning becomes easier and more permanent in an educational environment where there is more than one stimulus. Dramatic activity can vary from song, poem and song, and imitate roleplay and improvisation according to the age and level of the target group [10][11][25][26]. The drama into five activities, namely [8]: 1. Mime is a nonverbal activity to represent ideas, messages or stories through gestures, gestures and expressions 2. Simulation is the activity of interaction with various categories of dialogue. These are social formulas and dialogues such as greetings, separations, introductions, compliments, and complaints. Simulation is often like a problem-solving activity where students bring their own personality, experience and opinion. 3. Improvisation is that students can function in whatever English the student has. 4. 5. Role play is a student class activity in the language practice, role behavior aspect, and the actual role it may need outside the classroom. Sociodrama is a series of student game solutions to social problem. Conceptual Framework CONTROL DISCUSSION GROUP of GENERAL CONTROL ENGLISH GROUP PRE-TEST POST-TEST TOEFL 11th TOEFL 11 th SPEAKING SPEAKING TEST TEST DISCUSSION of EXPERIMENT INTERACTIVE EXPERIMENT AL GROUP DRAMA AL GROUP This study explores two groups, namely the experimental group and the control group. The experimental group and the control group will

receive a pre-test. The experimental group will have the discussion of interactive drama treatments. The control group will receive the discussion of general English treatments. Both groups were given pretest and posttest. Pretest were given for knowing the level of students' previous speaking achievement; While the posttest were given to measure the improvement of students' speaking achievement after several treatments. In the end, the results between the experimental group and the control group will be compared Metodology This research can be categorized as experimental research. This research used experimental and control group design with pretest and post-test. Two groups will be selected, one experiment and one control. The experimental group is taught to speak using a play-enabled drama (role play and simulation) in each lesson. Control groups are taught to speak through general English that focuses on exercises without focusing on activating students' participation, communication, interaction and performance abilities. Participants were taken from the second semester students program D4 and D3 in the Department of Health Analyst and D4 Electro Medical Engineering Department of 140 students. Students are separated in 5 (five) classes. This study used a random sampling method. The average number of students in each class was 28 students. Random sampling for conditions was used to form groups that are proportional to balance or evenly distributed the characteristics of the subject (individual differences) in all conditions of independent variable manipulation [21][22]. This research has considered four aspects in sampling techniques [4]: the sample size; representation and sample parameters; access to samples; and sampling strategy. To collect data, the TOEFL test is given before and after exposing to the students of Control group and experimental group. The attitude questionnaire will be arranged on a five-point Likert scale, which will be used at the end of the experiment. The data were also combined with student questionnaire data. The Speaking section measures the ability of test takers to speak in English effectively in an educational setting. Students should be able to speak well both inside and outside the classroom. In class, students need to (1) respond to questions; (2) Participate in academic discussions with other students; (3) synthesize and summarize what they have read in their textbooks and be heard in the classroom; (4) Express their views on the topic being discussed. Outside the classroom, students need to (1) participate in casual conversation; (2) Express their opinions; (3) communicate with people in places such as bookstores, libraries, and housing Office. Category of TOEFL Independent talk check score [19]: (a) the discussion answers the topic question; (b) the point of view or position is lear; (c) the conversation is direct and well organized, (d) The sentences are logically connected to each other, (e) Details and examples support the main idea, (f) The speaker reveals a complete thought, (g) The meaning is easy for the listener to understand it, (h) Various vocabularies are Led, (i) There are very few errors in the grammar and (j) The conversation is in the range 125-150 words [7][22] Research Result Data of the research results obtained by doing English speaking test of IBT TOEFL [22]. The control group was given pre-test speaking English before being given general English material. The mean value of the test rubric from the control group data shows 2.12 ≈ 2.16. The data obtained from the pre test shows that about 17.8% of students' control group get the rubric score of 1.83, 21.4% of students get the rubric value 2, 25% of students get the rubric 2.16. 21.4% students get the rubric 2 , 33, 10. 7% of students' control group get the value of rubric 2.5. This indicates that the student is still experiencing a lot of difficulty on language usage and topic development. Other data indicate that they are good at delivering in English orally. The control group had been given general English materials and then they had been provided a post-speaking English test for obtaining data that their value only slightly changed the use of language but

has not undergone many changes in the development of the topic. The data can be seen that the rubric value ranges from 1.83 to 2.66 and the value obtained ranges from 14 s / d 20. After pre-test speaking English to the treatment group obtained preliminary data. The mean rubric values of the tests from the treatment group data showed 2.11 ≈ 2.16. The test results data showed that 67.8% of their scores represented them having a lot of difficulty on language use and topic development. This is indicated by the rubric value data ranging from 1.5 s / d 2.33 with a value ranging from 11 to 15. Most students do not experience difficulties in the aspects of language delivery. After being given treatment with interactive drama methods their ability in English language usage and topic development has improved. This is indicated by the rubric value ranging from 3.33 s / d 3.83. Approximately 21.4% of students showed a satisfactory value that ranged from 3.83 which shows a very good level of speaking. They speak English fluently, diverse vocabulary, good language structure as well as developed topics with coherence. Differences in Implementation of Interactive Drama Methods By General English Basic Decision-making if the value of Sig (2-tailed) <0.05, then there is a significant difference between the results of post test scores on the experimental group and control group. The data obtained from the Independent T test is 0.000 <0.05 Sig (2-tailed), so it can be concluded that there is a significant difference between the post test results of the treatment group and the control group. Basic Decision- making if the Sig (2-tailed) <0.05, then there is a significant difference between post test results in the Experiment Group and Control Group. The data obtained from the Independent T test is 0.000 <0.05 Sig (2-tailed), so it can be concluded that there is a significant difference between the results of the rubric of post test in the treatment group and the control group. Level of Interest in Implementation of Interactive Drama Methods to Develop Achievement of English Student Speaking Skills. In this research, there were different questionaire data between treatment group and control group. The data of English in the treatment group showed a prominent outcome ranging from 17 to 21. About 40% of the treatment group students had a 19 (Nineteenth) interest score on the implementation of the interactive drama method, and only 14% of the students had score 21 ( Twenty-one). The data of English in control group showed the result that is with range between 10 up to 13. About 56% of students have value 11 (Eleven) English language interest in the implementation of interactive drama method. The distribution of English language values data on the implementation of interactive drama method and post test speaking test result data is normal. Based on the result of normaliats test result that is Sig 2 (tailed) 0,206> 0,05, so residual value is normal distribution. The data on the value of English language and post test score (Speaking Test) correlated with correlation showed significant result of influence. The basic consideration is the value of Pearson Correlation> r table, so it can be concluded related. The result of the analysis shows that the interest of English on the implementation of interactive drama has an effect on TOEFL speaking test value. It is shown by Pearson Correlation 0,936> (d (f) = 54) r table 0,221. DISCUSSION Implementation of interactive drama method is one of the learning method of language education that is effective enough to achieve good learning outcomes with the utilization of limited facilities [15]. Implementation of interactive drama methods can support the development of self-learning independence in English in campus or off- campus environments which increases the intensity of spontaneous English [2]. The space for applying interactive drama methods is very supportive in varied activities such as mime, simulation, improvisation, role playing, and sociodrama [8]. The application of interactive drama methods also provides an opportunity to be more creative in developing the skills and skills to communicate with the work environment or

social environment [23]. Students are required to be more creative in communicating, not only proficient in the computer or the implementation of work with instruments and equipment in the workplace. Post test speaking test results can present the ability and skills to speak English or general language skills. The TOEFL speaking test tests students on 3 (three) items: language delivery ability, language usability, and topic development abilities[7][22]. The results of speaking test data show that students' ability in developing topics increases with the application of interactive drama. The TOEFL score of the TOEFL speaking test of the treatment group in the pre -test showed an average score of 2.11≈2.16. The TOEFL score of the TOEFL speaking test group in the post-test showed an average score of 3.65 ± 3.66. Students on a pre-test with a value of 2.16 indicate a skill which says some mean can be obscured in conversation, do most of the structural and vocabulary errors can express simple (short) and / or general propositions with simple connections, and sometimes in conveying words with ideas may not be clear and there are still relevant meanings can be expressed vaguely or repeatedly. Students on post-test with a value of 3.66 indicate the ability of the delivery is generally fluid (fluid expression), with the pronunciation quite clear. In the conversation may be some minor deviation, or some difficulty with the pattern of pronunciation or intonation, and does not affect the overall clarity of speech. The ability to use language shows an effective response of grammar and vocabulary. This capability shows a high degree of diversity with good basic and complex structure control (if appropriate). They sometimes make some small (or systematic) errors look meaningless on the conversation. This study has also proved that there are significant differences in the application of interactive drama method with General English training methods. The difference value is indicated by the Independent T-Test test of 0.000 <0.05 Sig (2-tailed). It has proven that the application of interactive drama is quite effective in improving the skills and ability to speak English. Psychologically students have the courage to speak and make mistakes in speaking English [18]. Courage to speak will not arise if students are not given the opportunity to express their thoughts. If they already dare to express in the form of conversation is a great start in improving the ability to speak English. The application of interactive drama methods also has an impact on improving their motivation on learning English. It can be seen from the great value of their interest in learning with interactive drama method. The level of interest in learning to speak English has an important role in the learning process. The relationship between the level of interest in English learning with the method of drama with the ability and skills to speak English is shown by the results of Pearson correlation test. Pearson correlation test results show correlation value 0.936> r table correlation. Bibliography [1]. Ansari, M. A. (2013). Importance of speak English. Retrieved from Eastbourne: https://translate.google.com/?hl=es#es/en/septiem bre tesis [2]. Brown. (2001). Types of Speaking Performance. Retrieved from Teaching speaking: http://www.academia.edu/7688191/CHAPTER_II_ REVIEW_OF_RELATED_LITERATURE [3]. Brown, H. D. (2001). Teaching by Principles: An Interactive approach to Language Pedagogy (2 ed.). New York: Longman. [4]. Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (fifth ed.). London & New York: RoutledgeFalmer. [5]. DICE. (2010). Drama Improves Lisbon Key Competences in Education. Belgrade: DICE Consortium. Retrieved from http://eacea.ec.europa.eu/LLp/project_reports/docu ments/comenius/all/com_mp_142455_dice.pdf [6]. Fleming, M. (2006). Drama and language teaching: the relevance of Wittgenstein's concept of language games. Humanising Language Teaching Magazine, 8(4). Retrieved from http://www.hltmag.co.uk/jul06/mart01.htm [7]. Gear, J., && Gear, R. (2006). Cambridge Preparation for the TOEFL® Test (4 ed.). Cambridge:

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