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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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

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 Rizqiyyah

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.

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ABSTRACT


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 a = 5%. The t-test score was higher than the t-table (1.754 > 1.67). It was meant that Ha was accepted while Ho 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 Muhammad 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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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 pest 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)
CHAPTER I
INTRODUCTION

A. BACKGROUND THE STUDY

Drama helps students release the English.\(^2\) Dialogue and improvisation are effect forms of drama.\(^3\) The goal is teacher uses this method, has alternative device to stimulate students. Furthermore, students can motivate to speak especially, when they are interacting with friends.

We know that in class, there are many characteristics of students. The characteristics are varieties, for example: introvert, extrovert, talkative etc. So, in this case, we can give a chance to all students participate. So, they can be more active to practice speaking English.

In addition, when students perform in drama, they have responsibility to become skit / role. In this situation, they can practice the conversations suitable with scenario. They also should do with emotional. We ensure that acting out are both learning and a language producing activities.\(^4\) So, it can be minimized student’s shy and improve students’ pronunciation.

Pronunciation is a part of the language; it is very important part when someone is transferring knowledge to other people. Someone needs to pronounce some words clearly enough to be understood, that is very important part of pronunciation. Like in Hadits, when Prophet Muhammad was communicating that his utterances can be understood for all people who were listening him, therefore the accurate of pronunciation will be good tool in communication.

\(^2\) Thomas Kral, *Plays for Reading Materials Development and Review Branch*, (U.S: English Language Programs Division, 1994), p. v
From Aisyah r.a said that the utterance of the great messenger is a clear pronunciation (his utterance is very clear) that it is understandable for every people who listened him. (Abu Daud).

And in the holy Quran, it explains about drama was as stated in verse 30 of Surah Al- Baqarah.

Behold, thy Lord said to the angels: “I will create a vicegerent on earth.” They said: “Wilt thou place there in one who will make mischief there in and shed blood? Whilst we do celebrate thy praises and glorify they holy (name). “I know what ye know not.” (Al Baqarah 30)\(^6\)

In this case, the students are not different too, there are many students that always should be improved their pronunciation everyday. Most of them are not able to remember and produce some English words especially script in drama.

Speaking in second language is often viewed as important thing of the four skills, because it can indicate how far the students master a certain language. However, some language learners are usually afraid to speak the target language. Most of their reasons are shy or afraid of doing grammatical errors, and even they don’t know what they should say. Actually, this could be caused of monotones method that the teacher uses in the teaching learning process. This can cause boredom. Thus students are less attention and the worst result is stagnant skill without improvement.

One of the basic problems in teaching foreign language is to prepare students to be able to use the target language. Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our student’ progress and know that we have helped to make it happen. Teacher should be creative and try some alternative ways, for example performing drama that can give lots of chance to practice speaking for students; teacher also should try to use English in teaching English conversations.

There are so many techniques to make students interested in studying and practicing. Teacher should motivate and encourage students with interesting activities, for example teachers can also improve students’ pronunciation ability. In performing drama, the students can learn and try to speak as if they were in the real situation.

In drama, the script should replicate real discourse. The dialogue will be appropriate and entirely natural. The scripts involved stress, intonation and speed. In this case, students may prefer the “talk and listen” approach. They make the words of the playwright their own and the language they speak to take on personal conviction and authority. So, teacher can evaluate the students’ pronunciation especially of affix “s” added to sibilant sounds in the present tense.

The writer hopes by performing drama for teaching pronunciation, students will be more motivated and more active in practicing their speaking so that they can speak fluently and have a good pronunciation. Because based on the first visit of the writer found a problem faced by the students SMPN 23 Semarang in the 7th grade was the students did not like speaking, and also have bad pronunciation. They were afraid to speak in front of the class and the teacher’s teaching does not have variation.

**B. REASONS FOR CHOOSING THE TOPIC**

The researcher chooses this research study because he finds many of students are afraid to speak English and have bad pronunciation. So, the researcher uses the drama to motivate students to speak especially, to improve
students’ pronunciation of affix “s” added to sibilant sounds in the present tense.

C. RESEARCH QUESTIONS

Based on the background above, the research questions is:

Is performing drama effective to improve students’ pronunciation of affix “s” added to sibilant sounds in simple present tense?

D. OBJECTIVES OF STUDY

The objective of the study will be about:

To know whether or not performing drama is effective to improve students’ pronunciation of affix “s” added to sibilant sounds in the simple present tense.

E. LIMITATION OF THE STUDY

To limit the scope of the study, the writer will only discuss such as follows:

1. This study will be done three weeks in the seventh grade students of SMPN 23 Semarang in the academic year of 2010/2011.
2. This study will talk about the use of performing of drama, which is effective to improve students’ pronunciation of affix “s” added to sibilant sounds in simple present tense. It is done to find the effective way to teach speaking especially in pronunciation.

F. SIGNIFICANCE OF THE STUDY

The result of the study is expected to be able to give the following benefits for:

1. English Teacher

   It will be sure that students’ pronunciation of affix “s” added to sibilant sounds in simple present tense using performing drama is effective or ineffective based on the advantages and disadvantages of using
performing drama to teach students’ pronunciation on affix “s” added to sibilant sounds in simple present tense.

2. Students

After the teacher finds out the effectiveness of using performing drama to teach students’ pronunciation of affix “s” added to sibilant sounds in simple present tense, students are hoped to be easier in learning and mastering pronunciation of affix S added to sibilant sounds in simple present tense.

3. English Language Teaching

English language teaching will soon recognize the suitable and effective teaching students’ pronunciation of affix “s” added to sibilant sounds in simple present tense using performing drama.

Further, even the institution where the English language held will get a better result in its graduations.

G. DEFINITION OF KEY TERM

1. Performing Drama

Drama is the more general term, encompassing both: role-play and simulation, as well as other types of activities, such as play reading, recitation, and improvisation. They are potentially highly language productive, can be adapted to different levels of proficiency and for different topics, and because they allow learners experience autonomy in the speaking skill. They also have the added advantage of requiring few or no materials, and hence can be set up spontaneously and most teaching contexts.⁷

2. Improve students’ Pronunciation

Become or make something/somebody better especially, in production of individual sounds, the appropriate linking of words, and use of stress and intonation to convey the intended meaning.

3. Affix “S” Added to Sibilant Sounds

⁷Scott Thornbury, How To Teach Speaking, (Longman, 2005), p. 98
The primary aim of the lesson is to introduce the 3rd person verb forms a set of verbs, but the pronunciation of the verb ending “s” is also relevant. And then, sibilant sounds should appear and clear. The facts some have an /s/ or a /sh/ sounds, while some have /z/. (The rule is that /s/ will be said after an unvoiced consonant sound and /z/ after a voiced consonant or vowel/diphthong)⁸

4. The Simple Present Tense

The Simple Present says that something was true in the past, is true in the present, and will be true in the future.⁹

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⁸ Gerald Lelly, *op. cit.*, p. 130
CHAPTER II
REVIEW OF RELATED LITERATURE

A. THEORETICAL REVIEW

1. PERFORMING DRAMA

Speaking activities involving a drama element, in which students take an imaginative leap out of the confines of the classroom; provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classroom talk.\(^\text{10}\)

Drama provides a perfect opportunity for working on language generally, and pronunciation in particular careful study on the script (if one is used) is necessary before performance of it, and in particular, the ways in which stress placement contributes to the meaning of the lines, clearly it makes sense to combine this with the study of particular grammatical structures and lexical areas.\(^\text{11}\)

Furthermore, students can motivate to speak especially, when they are interaction with friends. And they have some opportunities to speak up well. In this case, drama is a good medium to help students.

a. Course aims and student

There are some advantages to students for this course aims. For example:

1) Increase confidence in being able to handle a variety of situations in English
2) Increase awareness of the importance and effectiveness of reading and using body language in communication with speakers of English.
3) Reinforce basic language and structures in English that are needed in daily life transactions

\(^{10}\) Scott Thornbury, *Op. Cit*, p. 96

\(^{11}\) Gerald Kelly, *How To Teach Pronunciation*, (England: Longman, 2000), p. 84
4) Give attention to areas in need of improvement in pronunciation and the grammar of spoken English at an individual level
5) Provide opportunities for students to ask about correct usage on an individual basis
6) Allow students to let their creative juices flow and to have fun as they practice and perform the role plays.\footnote{http://www.kyotojalt.org/documents/Using%20Drama.htm (23-12-2009)}

b. The scope of creative drama may be briefly explained through six learning principles:

1) A student learns meaningful content better than other content.
2) Learning occurs as a result of a student’s interaction with his environment.
3) The more sensory organs a student uses while learning, the greater the retention of the lessons.
4) A student learns best by doing and experiencing.
5) Effective participation is important in learning emotional conduct.
6) Learning becomes easier and more permanent in educational environments where there is more than one stimulus.\footnote{http://www.scipub.org/fulltext/ajas/ajas57876-880.pdf (23-12-2009)}

c. Procedure to Teach Drama

The time needed for this activity will depend on several factors, including the size of the class, the language level of the students, and whether they are familiar with the work to be performed. If students have read the play before, the play can be reviewed and the activity can aim for more lengthy and complex performances and a higher level of interpretation.

If the play is being introduced for the first time, more schemata-building introductory time may be necessary. The following five-step activity is based on one session of approximately fifty minutes. After being introduced to the title of play, students receive scripts, discuss roles, rehearse, and perform the play.\footnote{http://eca.state.gov/forum/vols/vol44/no4/p34.pdf (23-12-2009)}

a) Step 1: Distribution of scripts (5 minutes)

The class is divided into groups according to the number of acts in the play (five groups for the title of play), with
attention given to the number of characters appearing in each act. Each group receives a script that contains:

(1) the main characters and their roles in the play; (2) the main events of each act summarized in a few sentences; and (3) two or three short quotes for each act, usually among the most well-known or important ones (see Appendix for the title’s script). These quotes are provided for the following reasons:

Ø The teacher gives students a framework.

Ø The teacher gives students some contacts with the actual lines of the play. So, students can memorize some of the most famous lines easily.

Ø The teacher ensures that the students as audience will listen more carefully to their peers’ performance to identify “real” lines.

Ø The teacher will help students to become more aware of the rhythm, style, and manner of expression in play as opposed to modern, every day speech, and hopefully.

b) Step 2: Assignment of roles (5 minutes)

The teacher explains to the students that they are to interpret the action any way they like in a three- to five-minute dramatization of the act assigned to them. They are to use their imagination to create gestures and dialogue to illustrate the events of the particular act they are to perform.

c) Step 3: Rehearsal of the play (20 minutes)

Each group of students is encouraged to creatively imagine what kind of action their roles require and to rehearse their act to prepare for the performance of the drama. Rehearsal should last about twenty minutes, with the teacher walking around the classroom, helping students with pronunciation, vocabulary, the interpretation of each group’s rendition.
It is important to emphasize here that this activity is not supposed to be analytical or intellectual; it is dramatic, and students are encouraged to imagine how actors’ characters felt in a particular situation and to represent those feelings and actions in their own way. Through this activity, students will enjoy the text.

Before performing drama, the teacher can explain the unknown vocabulary in the script, but the difficulties of scripts’ language should be smooth over.

d. Why Teach Drama?

Drama has long been used to be an activity placed in the Arts Key Learning Area and teaching of drama is being promoted in recent years usually in the same key learning area, in the form of shorter projects.¹⁵

When we use drama, and take away the emphasis from linguistic accuracy and focus on creating meaning, solving dramatic problems, etc., we actually find that this leads to language improvement.¹⁶

Dramatic arts education is an important means of stimulating creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express.

The link between dramatic arts and subjects such as English, history, social studies, and related areas is obvious. The study of literature would be impossible without drama. There are important

periods of our collective literary history in which virtually all of the surviving literature is dramatic.

2. PRONUNCIATION

Pronunciation is the way a certain sound or sounds are produced, unlike articulation, which refer to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.\(^{17}\)

Pronunciation is one of the most important language skills. Because when the people are just good in a grammar and vocabulary, but if they are not pronouncing words correctly, the other people will not get understood. But when their accent is pleasant, they will enjoy talking each other.

What is accent? “Accent is a combination of three main components: *intonation* (speech music), *liaisons* (word connection), and *pronunciation* (the spoken sounds of vowels, consonants, and combinations)”\(^{18}\) Someone does not need to have exact perfect native speaker pronunciation, but someone does need to speak clearly enough to be understood.

Judy Gilbert suggests three changes in pronunciation teaching that would make it more effective:\(^{19}\)

1) Using methods other than mechanical drill or memorized rules to make students aware of concepts.
2) Emphasizing the “musical” aspects of pronunciation more than individual sounds.

3) Contextualizing the teaching point within real speech and providing practice in efficient guessing about the implications of discourse signals.

According to Gerald Kelly states that there are some techniques and activity in teaching pronunciation, can be divided into some kinds, as follows:

a. Drilling

One of the main ways in which pronunciation is practiced in the classroom is through drilling. The drilling simply involves the teacher saying a word or structure, and getting the class or repeats it. Being able to drill properly is a basic and fundamental language teaching skill. Drilling aims to help students achieve better pronunciation of language items, and to help them remember new items. And given the complex relationships between English spelling and pronunciation, drilling is best done before students see the written form of the language.

b. Minimal pairs and related activities

The examples rat /ræt/ and rot /rot/ were used to show the phonemic principle in action; changing just one sound leads to a change in meaning. The same applies to words like the soap /sɔʊp/ and soup /suːp/, and paper /ˈpeɪpər/ and pepper /ˈpepər/. These are all examples of minimal pairs – words or utterances which differ by only one phoneme. Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students.

c. Pronunciation and spelling activities

Homograph and homophones can provide useful opportunities for such work. Homographs are words which have the same spelling, but with different pronunciations (why don't you read this book? and I've already read it; wind /wɪnd/ as in weather, and wind /wɔɪnd/ as in what you do to a clock). Homophones are words which have the
same pronunciation, but have different spellings (write and right; there, their and they’re; fair and fare).

d. Taping students’ English

Taping learners spoken English from time to time can pay dividends. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

e. Listening activities

Listening comprehension exercises in course books are often designed to sound as realistic as possible, with the participants talking at a normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature. The listening exercise can then require students to listen out for this area of language and listen out for how it is used and pronounced in the context of a narrative or, say, a conversation.

f. Reading activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated here too. Like listening, reading is as receptive activity (i.e. students receive the language rather than produce it), and so it provides a suitable means of bringing language features to students’ attention.20

Pronunciation (also known as phonology) includes the role individual sounds and segments, that is, features as segmental level, as well as supra segmental features such as stress, rhythm, and intonation.21 Perhaps the oldest method of teaching pronunciation involves exercises elocution: imitation drills and reading aloud. In this study, the writer tries to use performing drama in improving student’s

pronunciation of affix “s” added to sibilant sounds in the simple present tense.

The writer tries to use and apply some methods above especially in drilling based on the scripts and speaking for improving student’s pronunciation of affix “s” added to sibilant sounds in the simple present tense.

Pronunciation has often been viewed as a skill in second language learning that is most resistant to improve and therefore the least useful to teach. It refers to the production of individual sounds, the appropriate linking of words, and use of stress and intonation to convey the intended meaning.

Spelling Changes

The third person singular simple present morphological suffix for most English verbs is simply -s, which is added to the end of the base form. (Morphemes are the smallest linguistic units with semantic meaning).

The morphological suffix -s signals a verb is conjugated in the third person singular simple present when suffixed to the base form of a verb.) The base form of an English verb is the infinitive without the preposition to functioning as an infinitive marker.

A suffix is a word part added to the end of a word. It changes the meaning of a word. -s and -es are suffixes that are used in many words.

For example, the following chart identifies the infinitive, general simple present and third person singular simple present forms of some common English verbs:

---

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>General</th>
<th>Third Person Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>To eat</td>
<td>Eat</td>
<td>Eats</td>
</tr>
<tr>
<td>To drive</td>
<td>Drive</td>
<td>Drives</td>
</tr>
<tr>
<td>To know</td>
<td>Know</td>
<td>Knows</td>
</tr>
<tr>
<td>To listen</td>
<td>Listen</td>
<td>Listens</td>
</tr>
<tr>
<td>To make</td>
<td>Make</td>
<td>Makes</td>
</tr>
<tr>
<td>To read</td>
<td>Read</td>
<td>Reads</td>
</tr>
<tr>
<td>To write</td>
<td>Write</td>
<td>Writes</td>
</tr>
</tbody>
</table>

However, if the base form of the verb ends with \(s(e)\) or \(c(e)\) [s], \(z(e)\) [z], \(sh\) [ʃ], \(ch\) [tʃ], or \(dg(e)\) [dʒ], then the third person singular simple present morphological suffix is -es. For example, the following chart identifies the infinitive, general simple present, and third person singular simple present forms of some common English verbs ending in \(s(e)\) or \(c(e)\) [s], \(z(e)\) [z], \(sh\) [ʃ], \(ch\) [tʃ], or \(dg(e)\) [dʒ]:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>General</th>
<th>Third Person Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>To dance</td>
<td>Dance</td>
<td>Dances</td>
</tr>
<tr>
<td>To judge</td>
<td>Judge</td>
<td>Judges</td>
</tr>
<tr>
<td>To kiss</td>
<td>Kiss</td>
<td>Kisses</td>
</tr>
<tr>
<td>To realize</td>
<td>Realize</td>
<td>Realizes</td>
</tr>
<tr>
<td>To refuse</td>
<td>Refuse</td>
<td>Refuses</td>
</tr>
<tr>
<td>To teach</td>
<td>Teach</td>
<td>Teaches</td>
</tr>
<tr>
<td>To wash</td>
<td>Wash</td>
<td>Washes</td>
</tr>
<tr>
<td>To watch</td>
<td>Watch</td>
<td>watches</td>
</tr>
</tbody>
</table>

If the base form of the verb ends with a consonant followed by a \(y\), then the \(y\) changes to an \(i\) and is followed by the third person singular simple present morphological suffix is -es. For example, the following chart identifies the infinitive, general simple
present and third person singular simple present forms of some common English verbs ending in a consonant followed by a y:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>General</th>
<th>Third Person Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>To apply</td>
<td>Apply</td>
<td>Applies</td>
</tr>
<tr>
<td>To carry</td>
<td>Carry</td>
<td>Carries</td>
</tr>
<tr>
<td>To copy</td>
<td>Copy</td>
<td>Copies</td>
</tr>
<tr>
<td>To fly</td>
<td>Fly</td>
<td>Flies</td>
</tr>
<tr>
<td>To party</td>
<td>Party</td>
<td>Parties</td>
</tr>
<tr>
<td>To rely</td>
<td>Rely</td>
<td>Relies</td>
</tr>
<tr>
<td>To study</td>
<td>Study</td>
<td>Studies</td>
</tr>
</tbody>
</table>

3. AFFIX “S” ADDED TO SIBILANT SOUNDS IN THE PRESENT TENSE

Third Person Singular likes the plural and possessive inflections; this utilizes the inflections “s” and “es”. Like the former two inflections, the child is least likely to use the rule for words ending in's’ or ‘ch’. When not using this rule, children use the uninflected verb, or even inflect the verb to past tense.24

There are two instances of language arts word endings in which the letter “s” is added to the spelling of root words:25

a) We add the suffix “s” to nouns when we wish to indicate more than one of something (spelling rules for plural form of words).

b) We add the suffix “s” to verbs so that they will agree with the subject of the sentence (spelling rules for subject/verb agreement).

In the first case, we change a noun from singular to plural when we convert the word dog to dogs or the word cat to cats. In the second case, we add the letter “s” to verbs that are used with a third person subjects

like he, she, it, or nouns that can replace these pronouns. Examples: He jumps, she hops, it swims, Johnny skips, the dog barks.

These general rules, however, do not apply to all nouns and verbs. There are some cases in which the letters “es” must be used instead of the letter “s” when forming plurals (Example: foxes) or third person verbs (Example: he pitches).

Because the simple present expresses discrete actions or states at the present or in the near future, the verb form most often occurs in sentences that express the following situations:\(^{26}\)

The functions are:
\begin{itemize}
  \item Discrete actions or states in the present
  \item Describe habits and routines
  \item State general facts and truths
  \item Express thoughts and feelings
  \item Describe events in the near future
\end{itemize}

For example:

1. The puppy \textit{wants} a treat.
2. The little girl \textit{whines} every morning.
3. Fish \textit{swims} in water.
4. I \textit{love} chocolate.
5. We \textit{go} to Chicago tomorrow.

The simple present is a verb form in English that expresses discrete actions or states in the present or near future. Both native English speakers and ESL students must learn to form and use English verbs in the simple present in order to fully use and understand verbs the English language.

The regular plural inflection, the third-person singular present-tense inflection, and the possessive inflection all share the same set of

pronunciation rules despite the differences in spelling and pronunciation for the possessive:\(^{27}\)

\(\ddagger\) When the noun or verb ends in a sibilant consonant (i.e. /s/, /z/, /\theta/ etc), the inflection has an epenthetic vowel and is realized as unstressed /iz/.

\(\ddagger\) When the noun or verb ends in a *voiced non sibilant* sound. The inflection involves progressive assimilation and is realized as /z/.

\(\ddagger\) When the noun or verb ends in a *voiceless non sibilant* consonant.

The inflection also involves progressive and is realized as /s/.

To understand this, one first has to understand the concept of voiced and unvoiced consonants in English:

A voiced consonant sound is one in which the vocal cords vibrate. For example, /z/. If you make that sound and put your hand to your throat, then you should be able to feel it. Another way to tell if a sound is voiced is to put a finger in your ear and make the sound; (you should be able to hear the humming).

An unvoiced consonant sound is one in which the vocal cords do NOT vibrate. For example, /s/. Try the same test above while you are making the /s/ sound. No vibration, no humming. To really get the effect, try making a long /s/ and then going to /z/ (again, with a finger in your ear or hand on your throat).\(^{28}\)

4. THE BENEFIT OF USING DRAMA IN THE ESL/EFL CLASSROOM

As an English teacher, the writer has often been amazed at how effective drama is to capture the attention of the students in the ESL/EFL classroom. Drama activities would sometimes have surprising and unexpected results.


ESL/EFL professionals need to use this medium more because the artificial world of the classroom can be transformed into a quasi-real language situation and provides an endless amount of opportunities for student’s personal growth.

We cannot only teach grammar and phonetics with drama but also it has the power to transform the actors as well as the audience. We shouldn’t underestimate this powerful teaching tool to reach our students.

a. Benefits of Using Drama

This is all very relevant information concerning using drama in the ESL/EFL classroom. We can sum up the benefits of drama in language teaching as follows:
- The acquisition of meaningful, fluent interaction in the target language;
- The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;
- The fully contextualized acquisition of new vocabulary and structure;
- An improved sense of confidence in the student in his or her ability to learn the target language.” (Wessels, p.10).

Drama puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the student centered classroom, every student is a potential teacher for the group.

Drama class can help children develop a sense of self and better oral and elocution skill. Drama for second language learners can provide an opportunity to develop the imagination of the

29 http://www.ehow.com/drama-ideas/ (04,08,2010)
students. The students can go beyond the here and now and even 'walk in the shoes' of another.

It provides an opportunity for independent thinking (McCaslin 1996). Students are encouraged to express their own ideas and contribute to the whole. Creative drama will offer exercises in critical thinking and the chance for the students to be creative.

A good example of this is role-plays in small groups. The ESL/EFL group will have many situations where they can develop their own ideas as well as skills of cooperation when interacting with classmates.

Drama gives an excellent method for studying human nature and working in harmony. The play acting provides the opportunity for a healthy release of emotion in a safe setting which can work to relieve the tension of learning in a second language.

b. Drama Brings Literature to Life

Most teachers see the value of drama in offering training in speech. What is not obvious is how even abstract learning is easier when acted or demonstrated. Drama can also be used to bring literature to life for the students.

It is more dynamic than simple text and helps the visual learners as well as recycles new vocabulary. While drama does have a characteristic of recreation, the fun aspect should not be underestimated. When the students are enjoying an activity, they are learning and letting their guard down. The shyness and fear of using English very often blocks learning.

When the students are submerged in an active fun activity, they are more open to new concepts and learning will occur. When the students are having fun, they let their second language guard
down and become less inhibited. The student will tend to relax and stop blocking out the new language.

c. Drama as a Powerful Teaching Tool

Drama is a term generally used to refer to a literary form involving parts written for actors. In the ESL/EFL classroom, role-playing is a powerful tool. It teaches cooperation, empathy for others, decision making skills and encourages an exchange of knowledge between the students. These aspects alone make role-playing beneficial because the students are learning from each other.

It teaches cooperation, empathy, develops decision making skills, promotes the exchange of knowledge, builds confidence and self-esteem, refines presentation skills, encourages self-acceptance and acceptance of others, features of empowerment, pride in work, responsibility, problem solving, management and organizational skills, begets creativity and imagination.

There are many forms of Educational drama these all share one common goal, to create awareness or an understanding of an idea, or issue. The following is a few examples of the main forms in which drama is used as a tool for education.

Drama has the potential to empower the students, give them many opportunities to have pride in their work, it teaches them responsibility, problem solving, management and directing proficiencies. Many activities of team work force students to develop organizational skills and to think on their feet.

d. Drama Reveals Aspects of the Human Condition

When you think about it, drama is a method to reveal aspects of the human condition; life is nothing more than a grand series of

30 http://www.wordiq.com/definition/Drama (04,08,2010)
improvisations (Price 1980). Through the games, the students begin to realize the importance of shared space, time, attention, information and ideas. The games spark spontaneity and minimize self-consciousness which often inhibits learning.

The games are also good for developing concentration and trust in the classroom. While the students are having all this fun, they are developing skills of coordination, imitation while focusing on the task at hand. The improvisation enables the students to flex their emotional, mental as well as physical muscles in a safe and controlled setting.

A good example of this was a role-play one group performed where they displayed their displeasure with the school principal. There was no harm done and all the students were feeling the same.

e. Final Reflections on Improvisations and Benefits of Drama

Improvisation, then, is an organic experience where skills are constantly being refined. In particular, students develop an increasing facility to meet changing or unknown stimuli with immediate responses. Ideally, improvisation leads to a blending; the students create the personality traits as he/she simultaneously identifies with the character as it evolves.

The benefits of drama to develop the imagination should not be undervalued. In our rote school routines of memorization and compulsory subject matter, we sometimes do not spend enough time on encouraging our students to use their imagination.

5. DRAMA IN TEACHING ENGLISH AS A SECOND LANGUAGE - A COMMUNICATIVE APPROACH

In recent years much emphasis has been put on the Teaching of English as a Second Language (TESL) using the "Communicative approach" (CA). This has brought about changes in the approach to TESL. The learner is now seen as an active participant in the process of
language learning in the classroom. Teachers who advocate the Communicative Approach are expected to come up with activities that would promote self-learning, group interaction in authentic situations and peer teaching. It is a task not easy for the teacher.

The purpose of this paper is not to discuss the merits or demerits of the CA and the controversies that come along with it. This paper is an attempt to relate the use of drama to the CA in TESL. It first discusses the general concept of the CA and Communicative Activities. It then discusses some definitions related to drama and the value of drama in education. This is followed by a description of two dramatic techniques - role-play and simulation. The merits and demerits of these techniques and how these techniques can be used in the ESL classroom will also be discussed.

a. The Communicative Approach

The term "approach" refers to the theories about the nature of how language is learnt. (Richards, 1985). It takes into account the basic units of language structure and the nature of language proficiency. It also considers the psycholinguistic and cognitive processes involved in language learning and the conditions that allow for effective learning to take place.

The Communicative Approach thus refers to the beliefs and theories of language teaching which emphasizes that the goal of language learning is communicative competence. (Richards, 1985). "Communicative competence" here refers not only to knowledge of the grammatical rules of a language and how to form grammatical sentences but also to know when, where and to whom to use these sentences in a speech community. (Richards, 1985, and Hymes, 1971).

It will focus on making dialogues grammar-loaded, meaning that they are written so that one, two or possibly more grammar
points are concentrated on. Participants will look at ways of including such material in a dialogue while still making it sound natural and overly contrived. They will also focus on methods of exploiting dialogues to their full potential.  

Communicative "Methodology" refers to the different ways of teaching language using the communicative approach. The term 'techniques' refers to different classroom activities. In this paper they will be called communicative activities.

b. Communicative Activities

Communicative activities refer to the techniques which are employed in the communicative method in language teaching. Examples of such activities are games, exercises, practices and projects which make use of the Target language. The activities involve 'doing' things with language e.g. making choices, evaluating and bridging the information gap. The language-using activities for communication are not restricted to conversation and may involve listening, speaking, reading, writing or an integration of two or more skills.

Communicative activities have the following characteristics:
1) They are purposeful. They are beyond strictly practicing particular structures.
2) They are interactive. The activities are often conducted with others and often involve some form of discussion.
3) Authentic materials are used. The situations in which the learners have to use language should be as realistic as possible. The language models given should be authentic.
4) They are based on the information gap principle.

The use of communicative activities is a technique to achieve one of the aims of the communicative approach, which is to obtain

32 http://www.britishcouncil.org/morocco-english-teach-drama.htm (08,08,2010)
communicative competence. Drama used in the classroom can be considered a communicative activity since it fosters communication between learners and provides opportunities to use the target language in various 'make believe' situations.

c. Drama and Dramatic Techniques

Susan Holden (1981) defines drama as any activity which asks the participant to portray himself in an imaginary situation; or to portray another person in an imaginary situation. Drama is thus concerned with the world of 'let's pretend'. It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory.

In this paper, drama refers more to informal drama (creative dramatics) as it is used in the language classroom and not on stage. The participants in the drama activities are thus learners and not actors.

Additional information was also obtained through students’ verbal reports. Regarding the style of instruction, students preferred to work though dramatic performance rather than just surveying the contents of the play. Dramatic performance promotes students’ motivation and this makes them more interested in classroom participation.33

d. The Value of Drama in Education

The basic idea to the development of creative drama was the realization that the need to play is an important developmental process in a child (Redington, 1983). When educationists realized this need, more attention was given to the use of drama in education.

Below is a summary of the values of drama in education as given by educators and researchers in linguistics:

33 http://www.tesl-ej.org/wordpress/issues/volume1 (08,08,2010)
1) Drama according to Maley and Duff (1978) releases imagination and energy and this could be considered as an educational objective. Fernandez and Coil, (1986) stated that drama encourages students to exercise their sensitivity and imagination and thus makes learning more realistic and meaningful.

2) As an educational tool, the use of drama fosters the social, intellectual and the linguistic development of the child (Dougill, 1987). Early and Tarlington (1982) concurs with Dougill and states that drama centers around language development, personal awareness, group co-operation, sensory awareness, and imaginative growth.

3) Drama increases motivation and provides the incentive to work hard (Mordecai, 1985; Scharengnive1, 1970). The activities using drama tend to be purposeful. The student sees the need to communicate and concentrates on how to go about a task since drama provides him with a meaningful context.

   From the values of drama in education above, drama gives us the opportunity to hone our Improvisation skills. Improvisation is the spontaneous response to new and unexpected situations. Life is improvisation. We respond in new ways when spontaneous and unexpected things occur to us.  

   **e. The Use of Drama in TESL**

   According to Via (1985), drama has been used for language teaching since the middle ages. About 10 years ago, many teachers used to scoff at the idea of using drama to teach a second language. The change in attitude towards the use of drama in language teaching came about due to a greater emphasis on meaningful communicative activities instead of mechanical drills.

Drama can be used in the teaching of English as a Second language for a variety of purposes.

1) Language is used in meaningful situations (Scharengnivei, 1970; Early and Tarlington, 1982; Mordecai, 1985). Drama contextualizes the language in real or imagined situations in and out of the classroom. Language in the class that uses drama activities is explored, tried out and practiced in meaningful situations.

2) Drama activities can be used as a means of reinforcement of language learnt (Mordecai, 1985; Fernandez and CoIl, 1986). It helps to extend, retain and reinforce vocabulary and sentence structure through role-play and communication games.

3) Drama improves oral communication. As a form of communication methodology, drama provides the opportunity for the student to use language meaningfully and appropriately.

4) Learning a second language can be enjoyable, stimulating and meaningful when combined with drama activities (Mordecai, 1985).

5) The problem of mixed ability is reduced when drama activities are used. Students who are more fluent can take the main roles which require more oral communication, while the weaker students compensate for their lack of linguistic ability by paralinguistic communication e.g. body language and general acting ability (miming).

The above are just some of the uses of drama in TESL. The list is not exhaustive. Generally it can be said that the use of drama and drama activities in TESL do adhere to the principles of the Communicative Approach.

One of the aims (as it is in the Communicative Approach) is for the learner to achieve communicative competence. It is the hope
of the advocators of the dramatic techniques, that the learner will become more imaginative, creative and sensitive as he becomes more self-confident in the process of learning English as a Second Language.

f. Advantages and Disadvantages in the Use of Role-play and Simulation (Drama) in an ESL Classroom

The value of drama and its uses in the classroom discussed earlier can also be considered as advantages for role-play and simulation since the aims and goals are similar. Below are more specific advantages of the use of role-play and simulation in the ESL classroom.  

1) Advantages
   a) Stimulates authentic conversations
      Role-play and simulation activities stimulate authentic learner-to-learner conversational interaction (Richards, 1985). The activities also develop conversational competence among second language learners.
   b) Is a fluency activity
      Brumfit (1983) refers to role-play as a fluency activity where opportunities arise for the learner to use language freely and creatively. Role-play focuses on using language as a conversational resource.
   c) Is suitable for consolidation
      Since role-play and simulation activities are more practice/revision activities than teaching activities, they are useful and more suitable for consolidating and practicing aspects of conversational proficiency than teaching new forms.
   d) Creates sensitivity and a sense of awareness

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Role-play and simulation brings the outside world into the classroom. This could have affective effects in terms of social interaction and cultural awareness.

e) **Increases motivation**

Role-play and simulation prompts mental and bodily activity. The activities require active participation. Concentration is also often required and it is not easy for a student to stay passive for long. Situations are created for the students to use the language meaningfully and this would motivate the students towards participation. The less motivated students will be gradually drawn into the activity when they see the rest of the group having a good time.

All you need is an exit from your drama. You are empowered and motivated to create. But you must begin. Use these small motivators to encourage action. Then further action will be easier. Develop a habit of noticing these events, and acting on the feeling they bring to you, and you will surely regain your motivation.  

f) **A break from routine**

The use of role-play and simulation activities is a break from the usual textbook teaching and the 'chalk and talk' method of the teacher. The students have opportunities to mix around and to act out different roles. The atmosphere in the classroom is less formal and this can reduce tension.

g) **Prepare students for real life and unpredictability**

Real life situations and communication are unpredictable. A student may learn all the correct forms of communication but may not know when to use them appropriately. Role-play and simulation provide opportunities

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to react to these situations and to give the students a taste of real life.

2) Disadvantages

a) Activity is artificial
Richards (1985) observed that although role-play is supposed to provide authentic situations for students to use language, the situations sometimes created were artificial and not relevant to the needs of the students.

b) Activities are difficult to monitor
With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a student's performance. There is the fear among teachers that the students are having too much fun and that no learning is taking place.

c) Causes embarrassment
In some situations, especially among adult learners, role-play and simulation activities cause a lot of embarrassment, awkwardness and very little spontaneous language use. The choice of appropriate roles for different students is thus very important.

d) Encourages incorrect forms
Since the teacher is not encouraged to correct mistakes immediately so as not to discourage students, this provides opportunities for learners to produce and practice ungrammatical and inappropriate forms.

e) Has cultural bias
According to Richards (1985), these activities are more suited for learners from cultures where drama activities
and learner-directed activities in teaching is common. In cultures where the teacher-dominated classroom is still the norm, the learners may not respond willingly to the activities.

So, the emphasis is placed on participants experiencing personal growth through an exploration of their understanding of the issues within dramatic experience.\(^{37}\)

f) **Teachers’ fear of losing control**

Since the activities require the full participation of the students and minimum participation from the teacher, the teacher may fear that he may lose control of the class. Furthermore the students may get carried away and become disruptive.

g) **Spontaneity is lost**

Very often the students get too caught up with what to say. They hesitate to choose their words and do not interact spontaneously.

h) **Timing lessons is difficult**

The teacher has to spend a lot of time in preparation work especially for simulations. He is not able to predict the amount of class time that will be taken to carry out the activity since the ability of each class varies.

i) **Activities may not be suitable for all levels**

Role-play and simulation involve a lot of conversation and discussion. Thus it may not be very suitable for low proficiency students who do not have the necessary communicative competence to carry out the activity. These activities would be more suitable for intermediate and advanced learners.

The above disadvantages however can be solved if careful thought and planning could be given before the activities are used in the classroom. The teacher himself must be convinced of

\(^{37}\text{http://interactiveimprov.com/procdrmwb.html(08,08,2010)}\)
the effective use of these activities if he wants to encourage students to have a positive attitude towards these novel ideas in language learning.

The use of drama activities (role-play and simulation) in TESL can be used. It is an innovative method in language teaching. With the emphasis on the use of the Communicative Approach in language teaching, drama in the ESL classroom provides a meaningful way of learning the language.

However, it should not be used in isolation but should be used in an integrated approach for language teaching. It should not be treated as a 'last resort' when all else fails. It should be part and parcel of the communicative classroom methodology in teaching English as a second language.

B. PREVIOUS RESEARCH

There was no research about performing drama, especially in students’ pronunciation of affix “s” added to sibilant sounds in simple present tense before. But there is a research about “The Effect of Ethnicity in Pronouncing English Vowels of Eighth Semester of English Department Student of IKIP PGRI Semarang” by: Sugiharti (05420405). Final project of IKIP PGRI Semarang in this research explained that students pronounce vowel sounds in right way yet. It can be seen when they pronounce long vowel, short vowel especially the ethnicity Javanese students from Brebes or Tegal. In this case, when the speaker pronounces some English words incorrectly, it will make misunderstanding.

Second, research about “Improving Students’ Pronunciation of English Diphthongs through Songs” by: Ali Miftahul Amin (043411126). A Classroom Action Research in Eight Grade Students of MTs N 01 Semarang in the Academic Year 2008-2009 final project of Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang. In this research explained about teaching pronunciation is a very important to students, especially in junior
high school. It is also very important for teachers when they use songs in teaching pronunciation. It is hoped as the alternative way to be a media in conducting students’ pronunciation class.

Basically, this study is almost the same to teach pronunciation. But have different media and focuses. Ali Miftahul Amin used song as media to increase students’ pronunciation ability and Sugiharti explained that students pronounce vowel sounds in right way yet. It can be seen when they pronounce long vowel, short vowel especially the ethnicity Javanese students from Brebes or Tegal. But in this research, the writer focuses in students’ pronunciation of affix “s” added to sibilant sounds in the simple present tense by using performing drama as media to teaching and learning process.

C. RESEARCH HYPOTHESIS

In order to investigate whether there is significantly difference of student’s improvement before and after treatment, the researcher will do following steps:

1. Finding out alternative hypothesis and zero hypotheses. In the alternative hypothesis is: “there is significant students’ improvement difference before and after treatment.”

2. The null hypothesis is: “there is no significant students’ improvement difference before and after treatment.”

After the researcher gets result from this formula the researcher will get the answer about the effectiveness of performing drama to improve students’ pronunciation especially, of affix “s” added to sibilant sound in the simple present tense.
CHAPTER III
RESEARCH METHOD

This chapter discussed sources of data, subject and setting of research, research design, research variable, instruments, and procedures of experimentation, scoring technique, and method of data analysis.

A. RESEARCH DESIGN

A research design is a specification of operation for the testing of a hypothesis under a given set of conditions. Research design played an important role in a research because the quality of research greatly depended on the design. In this research, the writer used the form of quantitative approach to analyze the data. According to Michael J Wallace, “Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.”

Experimental research is one of the most powerful research methodologies that researchers can use. Of many types of research that might be used, the experiment is the best way to establish cause-and-effect relationships among variables. Yet experiments are not always easy to conduct.

An experimental research involved two groups: experimental group and control group. The experimental and control group are consisting of seventh grade students of SMPN 23 Semarang. An experimental group received a new treatment while control group received a usual treatment. According to Nunan, experiment is designed to collect data in such a way

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that threats to the reliability and validity of the research are ministered.\textsuperscript{41}

This study used pre-test and post-test.

The design of the experiment could be described as follows:

\[
\begin{array}{c}
E \ 01 \ X \ 02 \\
C \ 03 \ Y \ 04 \\
\end{array}
\]

Adopted from Arikunto.\textsuperscript{42}

Where:

- E = experimental group
- C = control group
- 01 = pre-test for experimental group
- 02 = post test for experimental group
- 03 = pre-test for control group
- 04 = post test for control group
- X = treatment by performing drama
- Y = treatment without performing drama

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-testing them (01 and 03). Then, the experimental treatment (taught by performing drama) was applied to the experimental group, while the control group was taught without performing drama. The test was held in the form of conversation. The results of post-test (02 and 04) were then computed statistically.

Activities should be conducted in experimental and control class as follows:

\textbf{a. The Activities of Experimental Group}

1) Pre-test

Pre-test was given before the treatments. First, the writer


\textsuperscript{42}Suharsimi Arikunto, \textit{Prosedur penelitian Suatu Pendekatan Praktik}, (Jakarta: PT Rineka Cipta, 2006.), p. 86.
came to the class. Then, he explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

2) Activities in Experimental Group

There were some activities in experimental group (Class VII B) as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| 1  | 1) Teacher explains about Simple Present Tense especially in affix “s” added.  
   2) Teacher drills the students to repeat the words in sibilant sounds.  
   3) Teacher divides the students into group. Each group consists of five students. | 2x45’ |
| 2  | 1) Teacher gives script 1 to each group and to more easily know the script, students should memorize some of the most famous lines. And asks the students to perform it appropriate with the title of play.  
   2) Teacher will help students to become more aware to pronounce words that affix “s” added in sibilant sounds in play. | 2x45’ |
| 3  | 1) Teacher gives script 2 to each group and to more easily know the script, students should memorize some of the most famous lines. And asks the students to perform it appropriate with the title of play.  
   2) Teacher will help students to become more aware to pronounce words that affix “s” added in sibilant sounds in play. | 2x45’ |

3) Post-test

Post-test was held after all treatments were conducted.
This test was used to measure students’ achievement after they were given treatments. The result of test was analyzed statistically.

b. The Activities of Control Group

1) Pre-test

Pre-test was given before the treatment. First, the writer came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

2) Activities for control group

There were some activities in control group (class VII A) as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| 1  | 1) Teacher explains about the pattern of Simple Present Tense in positive, negative and interrogative.  
    2) Teacher gives the texts and the students identify the sentences in affix “s” | 2x45’          |
| 2  | 1) Teacher explains the text about affix “s” added in the Simple Present Tense especially in positive. And the pattern in ( S + V1 + s/es)  
    2) Teacher asks the students, what the sentence that is added “s” is, and how to pronounce it. | 2x45’          |
| 3  | 1) Teacher explains the text about affix “s” added in the Simple Present Tense especially in positive. And the pattern in ( S + V1 + s/es)  
    2) Teacher asks the students, what the sentence that is added “s” is, and how to pronounce it. | 2x45’          |
3) Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ ability after they were given treatments. The result of test was analyzed statistically.

B. THE SUBJECT OF THE RESEARCH

This study was conducted in SMPN 23 located at Jl. Raya RM. Hadi Soebeno Mijen, Semarang. The subjects of this study were the seventh grade students of SMPN 23 Semarang in 2010/2011 academic year. This study was conducted in first semester. Due to limitation of time, the writer did not take all students as the subjects of the study, but drew a sample.

1. Population

Population can be defined as a group to whom the researcher would like to generalize the result of the study.\textsuperscript{43} The population of the research was the seventh grade students of SMPN 23 Semarang in the academic year of 2010/2011 which consists of seven classes. Each class consists of thirty six students. The total population was 252 students.

2. Sample

A sample is a group in Research Study on which information is obtained. Because the population of the study is very big, the researcher did not take all the subject of the population. The researcher took some subjects from the population. The research is an experimental research, so the researcher needs to take two classes that will be an experimental and control class as the sample from seven classes of the population.

To determine the two classes, the researcher used purposive sampling technique. This technique was done by taking the subject/sample

\textsuperscript{43}Jack R. Fraenkel and Norman E. Wallen, \textit{op. cit.}, p.93
which is not based on strata, random or area but it is based on the consideration of a certain purpose.\textsuperscript{44}

The consideration that the researcher tried to complete in preliminary research was the sample that will be chosen has to be homogeny, so that the research will be a good and valid research. Because we know that something that can be compared is something that has the similar characteristic.

The researcher took class VII A and VII B, because based on the result of the summative test of the first semester, these two classes gained similar average achievements and considered as homogeneous class. Each class consisted of 36 students. Students in class VII B was taught by performing drama and considered as experimental group. While students in class VII A was taught without performing drama and considered as control group.

C. RESEARCH VARIABLES

A variable can be defined as an attribute of a person or an object which “varies” from person to person or from object to object.\textsuperscript{45} According to Fred D. Kerlinger as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments).\textsuperscript{46}

This research, that used role as method in teaching transactional and interpersonal text, had two variables. Those variables were:

1. The independent variable

\textsuperscript{44}Suharsimi Arikunto, \textit{op.cit.}, p. 139
\textsuperscript{46}Suharsimi Arikunto, \textit{op.cit.}, p. 119.
Independent variable is the variable that the experimenter changes within a defined range; it is the variable in whose effect the experimenter is interested. The independent variable, which is a stimulus variable or input, operates either within his or her environment to affect behavior. It is that factor which is measure, manipulated, or selected by the experimenter to determine to an observed phenomenon. The independent variable of this research was the use of performing drama.

2. The dependent variable

Dependent variable is variable that measures the influence of the independent variable. The dependent variable is a response variable or input. It is that factor which is observed and measured to determine the effect of the independent variable. The dependent variable of this study was student’s pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense.

D. TIME AND SETTING

This research was conducted on the second semester in the academic year of 2010/2011 for about 1 month began from August up to September 2010. It was conducted in SMPN 23 Semarang, which was located on Jl. Raya RM. Hadi Soebeno Mijen, Semarang.

E. METHODS OF DATA COLLECTION AND ANALYSIS

1. Source of Data

The data of this research were gathered from reading aloud each student in pre-test and post-test through short passage consist of affix “s”

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48 Bruce W. Tuckman, *op.cit.*, p. 58
49 Larry B. Christensen, *op.cit.*, p. 145
50 Bruce W. Tuckman, *op.cit.*, p. 59
added especially pronunciation in sibilant sounds. And the documentation of students’ previous summative test score.

2. Success Indicators

The indicators of pronunciation teaching learning are as follow:

a. The improvement of students’ pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense.
b. Students’ pronunciation achievement with the minimum standard of score (KKM) pronunciation 6.0

3. Methods of collecting data

a. Test

A test is an attempt to determine how an individual will function in a set of actual situations. Rather than placing individuals in each actual situation, a test is used as a shortcut to determine their behaviors or performances in the set of situations. In order to discover how students are thinking and using the target language (English). The researcher will conduct oral test in reading aloud technique. The form of the test was direct test item of reading.

The writer analyzed the result of the test and gave score. The test will be conducted to both control class and experimental class which consist of 36 students of control class and 36 students of experiment class in form of reading especially in pronunciation in affix “s” added to evaluate students’ pronunciation before and after the treatment.

The scoring system will pay attention to the four aspects of speaking scoring; grammar and vocabulary, pronunciation, and fluency.

Test is used to measure the person’s competence and to achieve the objective. The data was collected by giving oral test in reading text. It was conducted twice, there are pre-test and post-test. The form of the

\[51\text{Ibid., p.165}\]
test is reading short passage and the teacher gave scores on pronunciation, grammar, vocabulary and fluency. The test in reading also was taken from performance test. The students are competence or not. The criteria are:

1) Intonation of Text
2) Utterance of Vocabulary
3) Voice which is heard by another person
4) The way to break sentences

b. Interview

Interview was used by researcher to know students’ understanding about the material especially, in students’ pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense. It was also as support data, there were improvements or not. (The result of interview, in Appendix 10)

c. Observation

Observation was used to know the improvement of the students’ pronunciation and as a proof. From this method, the researcher knew that performing drama surely could increase students’ pronunciation.

Performing drama as a variable independent and as a variable X had a significance result. It provides a perfect opportunity for working on language generally, pronunciation in particular careful study on the script (if one is used) is necessary before performance of it, and in particular, the ways in which stress placement contributes to the meaning of the lines.

Situations that learners are likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in the classroom.

Based on the observation that was done by researcher, there was significant and there were different between control class which used
conventional method and experimental class which used performing drama as a method.

The result of teaching used conventional method in control class, the students weren’t active. They seldom practice the English. They just heard when the teacher explained the material of affix “s” added to sibilant sounds in the simple present tense. They just sat on the chair and made them bored. So, there wasn’t effect of teaching process to them especially in their pronunciation.

On the contrary, in the experimental class, that used performing drama as a method, the students were so interested in method of performing drama. They feel enjoy in drama, happy, and involved in the class activities. Furthermore, they more active and enthusiasm to follow process of study, they didn’t only hear when the teacher explained the material of affix “s” added to sibilant sounds in the simple present tense. The method of performing drama was good for applications the material because that process. The researcher was able to find conversation among friends. Therefore, they were able to practice and drill their speaking to get good pronunciation.

4. Scoring Technique

In each test, the students read short passage contains of affix “s” added in the sentences. The researcher gave reading aloud test to the students to analyze their scores on pronunciation, grammar, vocabulary, and fluency.

In giving scores to the students, the writer used analytic scale which categorized by some categories and the writer follows these scoring criteria for each category. This analytic score has four items and each item scores five. So, the maximum score is 20. But it will be multiplied with 5, so the final maximum score will be 100.

Analytic scoring of speaking especially in students’ pronunciation could be seen on the following figures:
<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>5</td>
<td>Have few traces of foreign accent.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very hard to understand because of pronunciation problems, must frequently be asked to repeat.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td>Grammar</td>
<td>5</td>
<td>Makes few (if any) noticeable errors of grammar and word order.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Make frequent errors of grammar and word order which occasionally obscure meaning.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5</td>
<td>Use of vocabulary and idioms is virtually that of a native speaker.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Misuse of word and very limited vocabulary make comprehension quite difficult.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
</tr>
<tr>
<td>Fluency</td>
<td>5</td>
<td>Speed as fluent and effortless as that of a native speaker.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Speed of the speech seems to be slightly affected by language problem.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Speed and fluency are rather strongly affected by language problems.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Usually hesitant; often forced into silent by language limitations.</td>
</tr>
</tbody>
</table>
Speech is so halting and fragmentary as to make conversation virtually impossible.

Based on “Testing English as a Second Language”

5. Methods of Data Analysis

There are two kinds of test that will be held in experimental research, they are pre-requisite test and hypothesis test. So there must be two process of analyzing the data collected from test.

1. Pre-requisite Test

Before the writer determines the sample, the writer should conduct a homogeneity test by choosing 2 classes with cluster random sampling. This test conducted to determine whether the data are homogenous or not. After conducted the test, data analysis was carried out to find out the homogeneity of the sample. It was meant to check if the research result met the requirement of good research or not.

It was meant to get the assumption that sample of research came from a same condition or homogenous. The writer used the formula as follows:

\[
\text{Determine } F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}
\]

Cited from Sugiono.

Before the writer determines the statistical analysis technique used, the writer examined the normality and homogeneity test of the data.

a. Normality Test

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It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:

1) Determine the range (R); the largest data reduced the smallest.
2) Determine the many class interval (K) with formula:
   \[ K = 1 + (3.3) \log n \]
3) Determine the length of the class, using the formula:
   \[ p = \frac{\text{range}}{\text{number of class}} \]
4) Make a frequency distribution table
5) Determines the class boundaries (bc) of each class interval
6) Calculating the average \( \bar{x} \) of \( \bar{X} \), with the formula:
   \[ \bar{X} = \frac{\sum f_i x_i}{\sum f_i} \]
7) Calculate variants, with the formula:
   \[ s = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} \]
8) Calculate the value of \( Z \), with the formula:
   \[ Z = \frac{x - \bar{x}}{s} \]
   \( x \) = limit class
   \( \bar{x} \) = Average
   \( s \) = Standard deviation
9) Define the wide area of each interval
10) Calculate the frequency expository (Ei), with formula:
    \[ E_i = n \times \text{wide area with the n number of sample} \]
11) Make a list of the frequency of observation (Oi), with the frequency expository as follows:
12) Calculate the chi-square \((X^2)\), with the formula:
\[
X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}
\]

13) Determine \(d_k = k-3\), where \(k\) is the number of class intervals and \(\alpha = 5\%\)

14) Determining the value of \(X^2\) table

15) Determining the distribution normality with test criteria:

If \(X^2_{\text{count}} > X^2_{\text{table}}\), the data is not normal distribution and the other way if the \(X^2_{\text{count}} < X^2_{\text{table}}\), the data is normal distribution.\(^ {54}\)

b. Homogeneity Test

Is used to know whether experiment class and control class, that are taken from population have same variant or not. According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.\(^ {55}\)

The steps as follows:

1) Calculate variants both classes (experimental and control classes), with the formula:
\[
S_1^2 = \frac{\sum (x - \overline{x})^2}{n_1 - 1} \quad \text{And} \quad S_2^2 = \frac{\sum (x - \overline{x})^2}{n_2 - 1}
\]

2) Determine \(F = \frac{Vb}{Vk}\)


Where:

Vb: Bigger Varian
Vk: Smaller Varian

Determine \(d_k = \left( n_1 - 1 \right) : \left( n_2 - 1 \right)\)

3) Determine \(F_{table}\) with \(\alpha = 5\%\)

4) Determining the distribution homogeneity with test criteria:

\[ F_{count} > F_{table}, \] the data is not homogeneous and the
other way if the \(F_{count} < F_{table},\) the data is homogeneous.\(^{56}\)

c. Test of the Average

It is used to examine average whether experiment group
and control group have been decided having different average.\(^{57}\)

T-test is used to analyze the data of this research. A t-test
would be the measure you would use to compare the mean scores
of the two groups.\(^{58}\)

If \(\sigma_1^2 = \sigma_2^2\) (has same variant), the formula is:

\[ t = \frac{X_1 - X_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

With:

\[ S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \]

Where:

\(X_1\) : The mean score of the experimental group
\(X_2\) : The mean of the control group
\(n_1\) : The number of experiment group

\(^{56}\) Sudjana, *op.cit.*, p. 250.

\(^{57}\) Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja

\(^{58}\) Suharsimi Arikunto, *op cit.*, p. 205.
\( n_2 \): The number of control group
\( S_1^2 \): The standard deviation of experiment group
\( S_2^2 \): The standard deviation of both groups

If \( \sigma_1^2 \neq \sigma_2^2 \) (has no same variant) the formula is:

\[
t^1 = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}
\]

The hypotheses are:

Ho = \( \mu_1 = \mu_2 \)
Ha = \( \mu_1 \neq \mu_2 \)

\( \mu_1 \): average data of experiment group
\( \mu_2 \): average data of control group

Criteria test is: Ho is accepted if 
\[ -t_{(1-\frac{\alpha}{2})} < t < t_{(1-\frac{\alpha}{2})} \]
where \( t_{(1-\frac{\alpha}{2})} \) obtained from the distribution list t with 
\( dk = (n_1 + n_2 - 2) \) and opportunities \((1 - \frac{1}{2}\alpha)\). Values for other t

Ho rejected.\(^59\)

2. Hypothesis Test

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students’ result of students’ pronunciation of affix “s” added to sibilant sounds by performing drama and without drama was significant or not

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

\(^59\) Sudjana, op.cit., p. 239.
Where:

\[ s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

Cited from Karnadi Hasan.\(^{60}\)

Where:

\( \bar{X}_1 \): The mean score of the experimental group

\( \bar{X}_2 \): The mean of the control group

\( n_1 \): The number of experiment group

\( n_2 \): The number of control group

\( S_1^2 \): The standard deviation of experiment group

\( S_2^2 \): The standard deviation of both groups

Testing criteria that apply Ho is accepted if \( t_{\text{count}} > t_{\text{table}} \) with determine \( d_k = (n_1 + n_2 - 2) \) and \( \alpha = 5\% \) with opportunities (1 - \( \alpha \)).\(^{61}\) Values for other t Ho rejected. If the obtained score was higher than \( t \)-table score by using 5\% alpha of significance, Ho was rejected. It meant that Ha was accepted: “There was a significant difference in speaking achievement between the experimental and control group.”


CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the data that was collected during the experimental research. First analysis focuses on the homogeneity of the sample and the second analysis represents the result of pre-test and post-test that was done both in experimental and control group.

A. First Analysis

The first analysis was homogeneity test of the sample. That was previous summative score of students of VII B as experimental group and students of VII A as control group. The analysis was meant to get the homogeneous class of VII B and VII A. In this study, the homogeneity of the test was measured by comparing the obtained score \( F_{\text{score}} \) with \( F_{\text{table}} \). Thus, if the obtained score \( F_{\text{score}} \) was lower than the \( F_{\text{table}} \) or equal, it could be said that the Ho was accepted. It meant those the classes were homogeneous. The analysis of homogeneity test could be seen in table I.

Table. I. Test of Homogeneity

<table>
<thead>
<tr>
<th>Variant Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1870</td>
<td>1895</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>51.94</td>
<td>52.64</td>
</tr>
<tr>
<td>Variants (s2)</td>
<td>58.97</td>
<td>66.41</td>
</tr>
<tr>
<td>Standart deviation (s)</td>
<td>7.68</td>
<td>8.15</td>
</tr>
</tbody>
</table>

By knowing the mean and the variance, the researcher was able to test the similarity of the two variants with the homogeneity test from students’ previous score between VII B and VII A. The computation of the test of homogeneity as follows:

\[
F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}
\]
= 66,41/58,97
= 1.126

On a 5% with df numerator (nb - 1) = 36 – 1 = 35 and df denominator (nk – 1) = 36 – 1 = 35, it was found $F_{table} = 1.76$. Because of \( F_{score} \leq F_{table}/1.126 \leq 1.76 \), so it could be concluded that both VII B and VII A had no differences. The result showed both groups had similar variants (homogenous).

**B. Second Analysis**

The second analysis represents the result of pre-test and post-test that was done both in experimental and control group. This analysis will answer the research question “Is performing drama effective to improve students’ pronunciation of affix "s" added to sibilant sounds in the simple present tense?” We can conclude performing drama is effective when the result of post test of the experimental class (use performing drama technique) and control class (using conventional technique) has significant differences or the assumption that those classes is equal is not fulfilled.

Before the researcher tested the hypothesis that had been mentioned in the chapter two, the researcher analyzed and tested hypothesis prerequisites which contained of normality test and homogeneity test. Second analysis dealt with normality test, homogeneity test, and t-test (test of difference two variants) in pre-test and post-test.

**1. Analysis of Pre-test**

The experimental group (VII B) was given a pre-test on August 20, 2010 and control group (class VII A) was given a pre-test on August 20, 2010. They were asked to read short passage in performance test.

**a. Test of Normality**

Test of normality was used to find out whether data of control and experimental group which had been collected from the research
come from normal distribution normal or not. The result computation of Chi-square \(X^2_{score}\) then was compared with table of Chi-square \(X^2_{table}\) by using 5% alpha of significance. If \(X^2_{score} < X^2_{table}\) meant that the data spread of research result distributed normally.

Based on the research result of VII A students in the control group before they were taught pronunciation affix “s” added to sibilant sounds added in the simple present tense without performing drama, they reached the maximum score 70 and minimum score 40. The stretches of score were 30. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found \((\Sigma f_i x_i) = 1968.5\), and \((\Sigma f_i x_i^2) = 109401\). So, the average score (\(\bar{X}\)) was 54.681 and the standard deviation (S) was 7.0954. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square \(X^2_{score}\).

Table IV. 1 Table of the Observation Frequency of Control Group

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>(Z_i)</th>
<th>(P(Z_i))</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 - 44</td>
<td>39.5</td>
<td>-2.14</td>
<td>-0.4838</td>
<td>0.0595</td>
<td>1.5</td>
<td>3</td>
<td>1.5400</td>
</tr>
<tr>
<td>44.5</td>
<td>-1.43</td>
<td>-0.4243</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 - 49</td>
<td>49.5</td>
<td>-0.73</td>
<td>-0.2673</td>
<td>0.1570</td>
<td>3.9</td>
<td>6</td>
<td>1.0975</td>
</tr>
<tr>
<td>50 - 54</td>
<td>54.5</td>
<td>-0.03</td>
<td>-0.0102</td>
<td>0.2572</td>
<td>6.4</td>
<td>8</td>
<td>0.3834</td>
</tr>
<tr>
<td>55 - 59</td>
<td>59.5</td>
<td>0.68</td>
<td>0.2515</td>
<td>0.2617</td>
<td>6.5</td>
<td>10</td>
<td>1.8287</td>
</tr>
<tr>
<td>60 - 64</td>
<td>64.5</td>
<td>1.38</td>
<td>0.4168</td>
<td>0.1653</td>
<td>4.1</td>
<td>6</td>
<td>0.8439</td>
</tr>
<tr>
<td>65 - 70</td>
<td>70.5</td>
<td>2.23</td>
<td>0.4871</td>
<td>0.0703</td>
<td>1.8</td>
<td>3</td>
<td>0.8783</td>
</tr>
</tbody>
</table>

\[X^2 = 6.5717\]
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7.81$. Because of $X^2_{score} < X^2_{table}$, so the initial data of control group distributed normally.

While from the result of VII B students in experimental group, before they were taught pronunciation of affix “s” added to sibilant sounds by performing drama, was found that the maximum score was 70 and minimal score was 40. The stretches of score were 30. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found ($\sum f_i x_i$) = 1933, and ($\sum f_i x_i^2$) = 105569. So, the average score ($\bar{X}$) was 53.694 and the standard deviation (S) was 7.1257. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square ($X^2_{score}$).

**Table IV. 2 Table of the Observation Frequency of Experimental Group**

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>P($Z_i$)</th>
<th>Luas Daerah</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.5</td>
<td>-1.99</td>
<td>0.4768</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 – 44</td>
<td></td>
<td>0.0753</td>
<td>1.9</td>
<td>4</td>
<td>2.3832</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.5</td>
<td>-1.29</td>
<td>0.4015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 – 49</td>
<td>0.1796</td>
<td>4.5</td>
<td>7</td>
<td>1.4037</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49.5</td>
<td>-0.59</td>
<td>0.2219</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 – 54</td>
<td></td>
<td>0.2670</td>
<td>6.7</td>
<td>8</td>
<td>0.2635</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54.5</td>
<td>0.11</td>
<td>0.0450</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 – 59</td>
<td>0.2474</td>
<td>6.2</td>
<td>9</td>
<td>1.2816</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.5</td>
<td>0.81</td>
<td>0.2924</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 – 64</td>
<td></td>
<td>0.1429</td>
<td>3.6</td>
<td>6</td>
<td>1.6492</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64.5</td>
<td>1.52</td>
<td>0.4353</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 – 70</td>
<td>0.0555</td>
<td>1.4</td>
<td>2</td>
<td>0.2696</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70.5</td>
<td>2.36</td>
<td>0.4908</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 7.2509$
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7.81$. Because of $X^2_{score} < X^2_{table}$, so the initial data of experimental group distributed normally.

**b. Test of Homogeneity**

Test of homogeneity was done to know whether sample in the research come from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score ($F_{score}$) with $F_{table}$. Thus, if the obtained score ($F_{score}$) was lower than the $F_{table}$ or equal, it could be said that the $H_0$ was accepted. It meant that the variance was homogeneous. The analysis of homogeneity test could be seen in table IV.3.

**Table. IV.3 Test of Homogeneity (Pre-test)**

<table>
<thead>
<tr>
<th>Variant Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1870</td>
<td>1895</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>51.94</td>
<td>52.64</td>
</tr>
<tr>
<td>Variants (s^2)</td>
<td>58.97</td>
<td>66.41</td>
</tr>
<tr>
<td>Standart deviation (s)</td>
<td>7.68</td>
<td>8.15</td>
</tr>
</tbody>
</table>

By knowing the mean and the variance, the writer was able to test the similarity of the two variants in the pre-test between experimental and control group. The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$= \frac{66.41}{58.97}$$

$$= 1.126$$

On a 5% with df numerator (nb - 1) = 36 - 1 = 35 and df denominator (nk - 1) = 36 - 1 = 35, it was found $F_{table} = 1.76$. Because
of $F_{\text{score}} \leq F_{\text{table}}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

c. Test of Difference Two Variants in Pre-Test Between Experiment And Control Group

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students’ results of speaking transactional and interpersonal text in experimental and control group were significant or not, the writer used $t$-test to test the hypothesis that had been mentioned in the chapter two.

The writer used formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on table IV. 3, first the writer had to find out $S$ by using the formula above:

$$S = \sqrt{\frac{(36 - 1)58.97 + (36 - 1)66.41}{36 + 36 - 2}}$$

$$= 7.917$$

After $S$ was found, the next step was to measure $t$-test:

$$t = \frac{51.94 - 52.64}{7.917 \sqrt{\frac{1}{36} + \frac{1}{36}}}$$

$$= -0.372$$
After getting t-test result, then it would be consulted to the critical score of \( t_{\text{table}} \) to check whether the difference is significant or not. For \( a = 5\% \) with df \( 24 + 24 - 2 = 46 \), it was found \( t_{\text{table}}(0.975)(46) = 1.99 \). Because of \( t_{\text{score}} < t_{\text{table}} \), so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.

2. Analysis of Post-test

The experimental group was given post test on August 31, 2010 and control group was given a post test on August 31, 2010. Post-test was conducted after all treatments were done. Performing drama was used as technique in the teaching of Pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense to students in experimental group. While for students in control group, they were given treatments without Performing Drama. Post-test was aimed to measure students’ ability after they got treatments. They performed the drama after they get the scripts.

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, come from normal distribution normal or not. The formula, that was used, was Chi-quadrate. The result computation of Chi-quadrate (\( X_{\text{score}}^2 \)) then was compared with table of Chi-quadrate (\( X_{\text{table}}^2 \)) by using 5% alpha of significance. If \( X_{\text{score}}^2 < X_{\text{table}}^2 \) meant that the data spread of research result distributed normally.

Based on the research result of VII A students in the control group after they got usual treatments in the teaching of pronunciation of affix “s” added to sibilant sounds in the simple present tense, they reached the maximum score 80 and minimum
score 50. The stretches of score were 30. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found $(\Sigma f_i x_i) = 2253$ and $(\Sigma f_i x_i^2) = 142819$.

So, the average score ($\bar{X}$) was 62.58 and the standard deviation (S) was 7,207. It meant that there was an improvement of students’ score after they got treatments. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate ($X^2_{score}$).

**Table IV. 4 Table of the Observation Frequency of Control Group**

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Ld</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.5</td>
<td>-1.82</td>
<td>-0.4653</td>
<td>0.0963</td>
<td>2.4</td>
<td>5</td>
<td>2.7924</td>
<td></td>
</tr>
<tr>
<td>50 – 54</td>
<td>54.5</td>
<td>-1.12</td>
<td>-0.3690</td>
<td>0.2704</td>
<td>0.0963</td>
<td>2.4</td>
<td>10</td>
</tr>
<tr>
<td>55</td>
<td>59</td>
<td>0.2</td>
<td>0.1656</td>
<td>0.2704</td>
<td>0.0963</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>60 – 64</td>
<td>64.5</td>
<td>0.27</td>
<td>0.1049</td>
<td>0.2704</td>
<td>0.0963</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>65 – 69</td>
<td>69.5</td>
<td>0.06</td>
<td>0.3314</td>
<td>0.2265</td>
<td>0.0963</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>70 – 74</td>
<td>74.5</td>
<td>1.65</td>
<td>0.4509</td>
<td>0.1195</td>
<td>0.0963</td>
<td>3.0</td>
<td>5</td>
</tr>
<tr>
<td>75 – 80</td>
<td>80.5</td>
<td>2.49</td>
<td>0.4935</td>
<td>0.0427</td>
<td>0.0963</td>
<td>1.1</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ X^2 = 7.6865 \]

Based on the Chi-quadrate table ($X^2_{table}$) for 5% alpha of significance with dk 6 – 3 = 3, it was found $X^2_{table} = 7.81$. Because of $X^2_{score} < X^2_{table}$, so the data of control group after getting treatments distributed normally.

While from the result of VII B students in experimental group, after they were taught by Performing Drama, was found that the maximum score was 80 and minimal score was 50. The
stretches of score were 30. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found $(\sum f_i x_i) = 2364$, and $(\sum f_i x_i^2) = 157163$. So, the average score $(\bar{X})$ was 65.67 and the standard deviation $(S)$ was 7.42. By seeing the average score of students in experimental group, it could be concluded that there was an improvement of students’ score after they got treatments by Performing Drama. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square ($\chi^2_{score}$).

**Table IV. 5 Table of the Observation Frequency of Experimental Group**

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Z&lt;sub&gt;i&lt;/sub&gt;</th>
<th>P(Z&lt;sub&gt;i&lt;/sub&gt;)</th>
<th>Ld</th>
<th>E&lt;sub&gt;i&lt;/sub&gt;</th>
<th>O&lt;sub&gt;i&lt;/sub&gt;</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.5</td>
<td>-2.18</td>
<td>-0.4853</td>
<td></td>
<td></td>
<td>0.0515</td>
<td>1.3</td>
<td>3</td>
</tr>
<tr>
<td>50 - 54</td>
<td>54.5</td>
<td>-1.50</td>
<td>-0.4338</td>
<td></td>
<td>0.1368</td>
<td>3.4</td>
<td>5</td>
</tr>
<tr>
<td>55 - 59</td>
<td>59.5</td>
<td>-0.83</td>
<td>-0.2970</td>
<td></td>
<td>0.2346</td>
<td>5.9</td>
<td>7</td>
</tr>
<tr>
<td>60 - 64</td>
<td>64.5</td>
<td>-0.16</td>
<td>-0.0625</td>
<td></td>
<td>0.2598</td>
<td>6.5</td>
<td>9</td>
</tr>
<tr>
<td>65 - 69</td>
<td>69.5</td>
<td>0.52</td>
<td>0.1973</td>
<td></td>
<td>0.1858</td>
<td>4.6</td>
<td>8</td>
</tr>
<tr>
<td>70 - 74</td>
<td>74.5</td>
<td>1.19</td>
<td>0.3831</td>
<td></td>
<td>0.0941</td>
<td>2.4</td>
<td>4</td>
</tr>
<tr>
<td>75 - 80</td>
<td>80.5</td>
<td>2.00</td>
<td>0.4772</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2 = 7.7719$

Based on the Chi-square table ($\chi^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $\chi^2_{table} = 7.81$. Because of $\chi^2_{score} < \chi^2_{table}$, so the data of experimental group after getting treatments distributed normally.
b. Test of Homogeneity

The writer determined the mean and variance of the students’ score either in experimental or control group. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control group.

**Table. IV. 6 Test of Homogeneity (Post-test)**

<table>
<thead>
<tr>
<th>Variance Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>2310</td>
<td>2190</td>
</tr>
<tr>
<td>n</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>64.17</td>
<td>60.83</td>
</tr>
<tr>
<td>Variants (( S^2 ))</td>
<td>69.29</td>
<td>60.71</td>
</tr>
<tr>
<td>Standard deviation (S)</td>
<td>8.32</td>
<td>7.79</td>
</tr>
</tbody>
</table>

The computation of the test of homogeneity as follows:

\[
F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}
\]

\[
= \frac{69.29}{60.71}
\]

\[
= 1.141
\]

On a 5% with df numerator (\( nb - 1 \)) = 36 – 1 = 35 and df denominator (\( nk – 1 \)) = 36 – 1 = 35, it was found \( F_{\text{table}} \ (0.025) (25:25) = 1.96 \). Because of \( F_{\text{score}} \leq F_{\text{table}} \), so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variance (homogenous).

c. Test of difference two variants in post-test between experiment and control group

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students’ results of pronunciation of affix “s” added to sibilant sounds in the simple present tense in experimental
and control group after getting treatments were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. To see the difference between the experimental and control group, the writer used formula:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

Where:

\[
s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}
\]

Based on table IV. 6, first the writer had to find out S by using the formula above:

\[
s = \sqrt{\frac{(36-1)69.28 + (36-1)60.71}{36 + 36 - 2}}
\]

\[
= 8.06226
\]

After S was found, the next step was to measure t-test:

\[
t = \frac{64.17 - 60.71}{8.06226 \sqrt{\frac{1}{36} + \frac{1}{36}}}
\]

\[
= 1.754
\]

After getting t-test result, then it would be consulted to the critical score of \( t_{table} \) to check whether the difference is significant or not. For \( a = 5\% \) with df \( 25 + 25 - 2 = 48 \), it was found \( t_{table}(0.95)(48) = 1.67 \). Because of \( t_{score} > t_{table} \), so it could be concluded that there was significance of difference between the experimental and control group. It meant that experimental group was better that control group after getting treatments.
Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching of pronunciation of affix “s” added to sibilant sounds in the simple present tense by Performing Drama and the pronunciation of affix “s” added to sibilant sounds in the simple present tense without Performing Drama for the eighth grade students of SMPN 23 Semarang.

Teaching pronunciation of affix “s” added to sibilant sounds in the simple present tense by performing drama technique seemed to be more effective than teaching pronunciation of affix “s” added to sibilant sounds in the simple present tense without Performing Drama. It can be seen from the result of the test where the students taught pronunciation of affix “s” added to sibilant sounds in the simple present tense by Performing Drama got higher scores than the students taught pronunciation of affix “s” added to sibilant sounds in the simple present tense without Performing Drama.

C. Discussions

The data were obtained from the students’ achievement scores of the test of speaking transactional and interpersonal text. They were pre-test and post-test scores from the experimental and control group. The average score for experimental group was 53.69 (pre-test) and 65.66 (post-test). The average score for control group was 54.68 (pre-test) and 62.58 (post-test). The following was the simple tables of pre and post-test students’ average score and students’ average score of each speaking components.

**Table IV. 7 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Group</th>
<th>The Average Percentage of Pre-test</th>
<th>The Average Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

75
<table>
<thead>
<tr>
<th>No</th>
<th>Component of Speaking</th>
<th>Group</th>
<th>The Average Score of Pre-test</th>
<th>The Average Score of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>Experimental</td>
<td>2.36</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>2.31</td>
<td>2.92</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>Experimental</td>
<td>3.03</td>
<td>3.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>2.86</td>
<td>3.44</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>Experimental</td>
<td>2.92</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>2.89</td>
<td>3.28</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>Experimental</td>
<td>2.47</td>
<td>2.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>2.47</td>
<td>2.92</td>
</tr>
</tbody>
</table>

### 1. Students’ Condition in Control Group

In this study, source of data that become as control group was class VII A. In the control group, there was not a new treatment in a teaching learning process. They were given a usual treatment. They were taught pronunciation of affix “s” added to sibilant sounds in the simple present tense using conventional method. By making and memorizing the pattern in sentences in the teaching learning process, teacher had used a grammar translation method that could not increase students’ taught pronunciation of affix “s” added to sibilant sounds in the simple present tense. Students could not enjoy in practicing their skill in speaking especially in pronunciation because they only make and memorize those pattern in sentences in daily life without practice to use it as its function. It was proven with the control group’s average in the post-test (62.58) which was lower than the experimental group (65.66).
2. **Students’ Condition in Experimental Group**

   a. **Analysis Students’ Pronunciation Before Treatment (Pre-test)**

      In the pre-test, students’ ability in pronunciation of affix “s” added to sibilant sounds in the simple present tense was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in pronunciation of affix “s” added to sibilant sounds in the simple present tense. Students’ word voice of sibilant sounds was not exactly clear. Therefore, students’ ability of pronunciation of affix “s” added to sibilant sounds in the simple present tense was hard to be understood. To minimize the number of students’ mistakes in their pronunciation, the researcher collected students’ speaking especially in pronunciation form after they do their conversation, gave correction, and returned the paper to them in the next day. From the correction of their mistakes, students’ were supposed to learn more and improve their ability in pronunciation of affix “s” added to sibilant sounds in the simple present tense.

   b. **Analysis Students’ Pronunciation After Treatment (Post-test)**

      Based on the analysis of students’ ability, it was found that students’ ability after getting treatment was improved. In the treatment, students can drill their conversation in practice pronunciation in the script, especially in affix “s” added to sibilant sounds in the simple present tense.

      The finding that shows students’ ability is namely the increasing of students’ average score. There were still some mistakes that students had made like grammar and pronunciation. But it was very human. So, it could be concluded that the implementation of performing drama as method in the teaching of pronunciation of affix “s” added to sibilant sounds in the simple present tense was effective. It was proven with students’ average score in experimental group was higher than control group. By considering the students’ final score after getting treatment, the teaching of students’ pronunciation of affix
“s” added to sibilant sounds by performing drama as method was better than without performing drama.

Based on t-test analysis that was done, it was found that the t-score (1.754) was higher than t-table by using 5% alpha of significance (1.67). Since \( t_{score} > t_{table} \), it proved that there was a significant difference between the improvement of students achievement that was given a new treatment (Performing Drama) and the improvement of students achievement that was given a usual treatment.

D. Limitation of Research

The writer realized that there were some hindrances and barriers in doing this research. The hindrances and barriers occurred was not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the finding and discussion in chapter IV, it could be concluded that the use of Performing Drama as method in the teaching student’s pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense was effective.

It was proved by the obtained score of t-test. The t-test showed that t-score 1.754 was higher than t-table 1.67. It meant that Ha was accepted and Ho was rejected.

Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class VII B who were taught pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense using Performing Drama as method and students in class VII A who were taught pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense without using Performing Drama as method (Three-Phase Technique).

The average score of experimental group was 65.66 and the average score of control group was 62.58. It meant that the experimental group (class VII B) was better than the control group (class VII A).

5.2 Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1. Teacher should use Performing Drama as a method in the teaching of Performing Drama to improve student’s pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense, because it can help students motivate to speak and improve student’ pronunciation. By Performing Drama, students can be minimized student’ shy to try to speak or conversations when they are interaction with friends
because drama is done by group or pair, so it can build students’ bravery to speak using English and can improve student’s pronunciation.

2. Teacher should prepare the situations well. For example, make situation with script. It means that before using Performing Drama as method in the teaching student’s pronunciation of affix “s” added to sibilant sounds in the Simple Present Tense. It will be better if teacher makes sure that the situations with title’s script that will be played by the students. Moreover the script consists of affix “s/-es” added suitable with the material.

3. Teacher should be able to manage the class that suddenly become so hysterical and hard to be controlled when some students make mistake in performing drama when they are conversation with friends.
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CURRICULUM VITAE

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Ø MI. Manbaul Falihin
Ø MTs. Walisongo Pecangaan
Ø MAN 2 Kudus
Ø Fakultas Tarbiyah IAIN Walisongo Semarang
Ø PP. Roudlotut Tholibin, Kudus
Ø PP. Rahmatan Lil ‘Alamin, Mijen, Semarang.
INTERVIEW

Answer these Questions:

A. Silahkan kamu membaca salah satu kalimat di bawah ini?
   1. Tito helps his parents serve breakfast.
   2. He always pours some milk
   3. He also prepares a cup of coffee
   4. He remembers what his father said

B. Bagaimana kamu memprononsasikan kata yang bergaris bawah?

C. Kenapa Verb ini ditambahi “s” or “es”?

D. Kalimat ini termasuk ke dalam tensis apa?

Students’ Answer in Experiment (Class VII B):

1. Ainun Nurfiana
   a. Tito helps his parents serve breakfast
   b. /helps/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

2. Amat Widyanto
   a. He always pours some milk
   b. /pə(r)s/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

3. Annas Erina Tiffany
   a. He also prepares a cup of coffee
   b. /priˈpeə(r)s/
   c. Karena subjeknya orang ketiga tunggal
4. Bagus Saputro
   a. He remembers what his father said
   b. /ri’membe(r)s/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

5. Bayu Aji
   a. Tito helps his parents serve breakfast
   b. /helps/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

6. Ibnu Yahya
   a. He always pours some milk
   b. /pɔː(r)s/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

7. Nadia Adlin
   a. He also prepares a cup of coffee
   b. /pri’pea(r)s/
   c. Tidak tahu
   d. Simple present tense

8. Rizki Aji Wibowo
   a. He remembers what his father said
b. /ri’membe(r)s/

c. Karena subjeknya (he) orang ketiga tunggal
d. Simple present tense

**Students’ Answer in Control Class (VII A):**

1. Aditya Eka Saputra
   a. Tito helps his parents serve breakfast
   b. /help/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

2. Agus Rusmiyanto
   a. He always pours some milk
   b. /pou( r)s/
   c. Tidak tahu
   d. Tidak tahu

3. Bagas Sulistyanto
   a. He also prepares a cup of coffee
   b. /pri’pea(r)es/
   c. Tidak tahu
   d. Simple present tense

4. Bayu Kurniawan
   a. He remembers what his father said
   b. /ri’membe(r)es/
   c. Karena subjeknya orang ketiga tunggal
   d. Tidak tahu
5. Deni Alfian
   a. He remembers what his father said
   b. /riˈmembe(r)s/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

6. Desy Putri Ratnasari
   a. Tito helps his parents serve breakfast
   b. /helps/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

7. Dimas Bagus Prasetya
   a. He always pours some milk
   b. /pɔːrəs/
   c. Tidak tahu
   d. Tidak tahu

8. Dwi Apriliyani
   a. He also prepares a cup of coffee
   b. /ˈprɛərɪz/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

9. Edhi William Nugroho
   a. He remembers what his father said
10. Fatahila Kristiningtyas
   a. Tito helps his parents serve breakfast
   b. /helps/
   c. Karena subjeknya orang ketiga tunggal
   d. Simple present tense

11. Ilham Adhtya Nugroho
   a. He always pours some milk
   b. /pc:( r)s/
   c. Karena subjeknya orang ketiga tunggal (he)
   d. Simple present tense

12. Kuri Agustina Nurjaman
   a. He always pours some milk
   b. /pc:( r)s/
   c. Tidak tahu
   d. Simple present tense

13. Yudha Eka Prastya
   a. He remembers what his father said
   b. /ri’membe(r)s/
   c. Karena subjeknya he.
   d. Simple present tense
LESSON PLAN I
CONTROL CLASS

School: SMP N 23 Semarang.
Subject: English
Grade/Semester: VII / I
Standard of competence: To understand meaning of simple and short written texts functional to interact with nearest environment
Basic competence: To express the meaning by rhetorical growth steps correctly in written text especially in Simple Present Tense.
Indicator: Ability to understand written text accurately in Simple Present Tense.
Material: Affix “s” added to sibilant sounds in the Simple Present Tense.
Skill focus: Grammar
Time allotment: 2 x 40 minutes

1. Learning outcome

By the end of the lesson students are able to:

- Students understand the definition and the use of Simple Present Tense.
- Students can write and pronounce sentences in positive, negative and interrogative especially in affix “s” form correctly by using Simple Present Tense.
- Students can do the test exercise related to Simple Present Tense.

2. Learning material

Mrs Ratuliu’s Healthy Habits

Mrs Ratuliu is a very healthy person. She always exercises every day. First of all, she goes jogging around the jogging track. Then she has a
break for about 15 minutes. Finally, she takes a deep breath and drinks lots of plain water.

3. Method/technique : *Three-phase technique*

4. Learning activities

   1. Pre-activities
      - Greeting
      - Checking attendance
      - Questioning about students’ condition

   2. Main activities
      - Teacher gives stimulus about the material about Simple Present Tense to the students
      - Teacher explains the material
      - Teacher gives the text contains of Mrs Ratuliu’s Healthy Habits
      - Teacher asks the students, what the sentence that is added “s” is, and how to pronounce it.
      - Teacher explains the text about affix “s” added in the Simple Present Tense especially in positive. And the pattern in ( S + V1 + s/es)
      - Students are given task to do in the class
      - Students are asked to answer the question related to the task
      - Teacher evaluates their answer

   3. Post activities
      - Teacher reviews the lesson
      - Teacher requires students to ask if there any questions
      - Teacher closes the class.

5. Source


6. Assessment

- Form: Written test
- Technique: Students are assigned to choose the correct answer.
- Aspect to be assessed: Accuracy of the answer.

Semarang, 20 August 2010

Known By: Researcher,
Teacher of English Subject,

Kusumohadi Muhammad Hanafi
NIP. 131286073 NIM. 063411072

The Headmaster of SMPN 23 Semarang

Drs. Suwarno Agung Nugroho, MM
NIP: 1968 1011 199303 1005
LESSON PLAN II
CONTROL CLASS

School: SMP N 23 Semarang.
Subject: English
Grade/Semester: VII / I
Standard of competence: To understand meaning of simple and short written texts functional to interact with nearest environment
Basic competence: To express the meaning by rhetorical growth steps correctly in written text especially in Simple Present Tense.
Indicator: Ability to understand written text accurately in Simple Present Tense.
Material: Affix “s” added to sibilant sounds in the Simple Present Tense.
Skill focus: Grammar
Time allotment: 2 x 40 minutes

7. Learning outcome
By the end of the lesson students are able to:
   a. Students understand the definition and the use of Simple Present Tense.
   b. Students can write and pronounce sentences in positive, negative and interrogative especially in affix “s” form correctly by using Simple Present Tense
   c. Students can do the test exercise related to Simple Present Tense.

8. Learning material
Anto is a Junior High School student. He goes to SMP 6. Every day, he goes to school on foot.
Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

9. Method/technique : *Three-phase technique*

10. Learning activities

4. Pre-activities
   - Greeting
   - Checking attendance
   - Questioning about students’ condition

5. Main activities
   - Teacher gives stimulus about the material about Simple Present Tense to the students
   - Teacher explains the material
   - Teacher gives the text contains of affix “s” added.
   - Teacher asks the students, what the sentence that is added “s” is, and how to pronounce it.
   - Teacher explains the text about affix “s” added in the Simple Present Tense especially in positive. And the pattern in (S + V1 + s/es)
   - Teacher gives different use of “s” and “-es” especially, in sibilant sounds letter, (ch, c, ss, sh, x, and z)
   - Students are given task to do in the class
   - Students are asked to answer the question related to the task
   - Teacher evaluates their answer

6. Post activities
   - Teacher reviews the lesson
   - Teacher requires students to ask if there any questions
   - Teacher closes the class.
11. Source


12. Assessment

- Form : Written test
- Technique : Students are assigned to choose the correct answer
- Aspect to be assessed: Accuracy of the answer.

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LESSON PLAN (TREATMENT I)
IN EXPERIMENT CLASS

Proficiency : 7th Grade
Subject : English
Theme : Cinderella
Skill/focus : Speaking/Pronunciation
Time allotment : 2x40 minutes
Standard of Competence : To express the meaning of simple interpersonal and transactional spoken to interact with nearest environment
Basic Competence : To express the meaning of concept in short and simple functional oral texts accurately and fluently to interact with nearest environment
Indicators : Identifying meaning in concept and simple functional Oral Texts
Method/Technique : Performing Drama
Material : Affix “s” added to sibilant sounds in the Simple Present Tense.
Medium : Script of drama.
Learning Outcome:
- By the end of the lesson, students will have been able to pronounce of affix “s” added to sibilant sounds in Simple Present Tense.

Activities:
1. BKOF (Building Knowledge of Field)
   1. Teacher greets and checks students’ attendance.
   2. Teacher asks some questions related the material.
2. MOT (Modeling of Text)
   1. Teacher explains the material about simple present tense.
   2. Teacher shows the scripts of drama about “Cinderella” related the material.
3. JCOT (Join Construction of Text)
   1. Teacher divides into five groups consist of five students.
   2. Teacher asks the students to read and identify of affix “s” added in simple present tense.
   3. After the students read and identify, each group should rehearsal of the play.
   4. Then, the teacher asks each group to perform the play.
   5. The teacher identifies the pronunciation of the students about affix “s” added in Simple Present Tense.

4. ICOT (Independent Construction of Text)
   1. Teacher reviews the materials.
   2. Teacher asks the difficulties to the students have.
   3. Teacher concludes the material.

CINDERELLA

Cinderella was asked to make gown to her sister by her mother. The gown wants to dress by her sister in the party in the palace. And Cinderella also wants to go the party and meet the prince. But, her mother and her sister avoid her. So, Cinderella was helped by an angel.

Sister 1 : Mom, how is our gown?
Mother : Oh..No problem. Cinderella \textit{wants} to make it.
Sister 2 : Oh great..! Where is she?
Mother : She \textit{goes} to the market.
Sister 1 : What..!!! Has she finished our gown?
Sister 2 : There she is!! She always \textit{comes} late, she \textit{walks} slowly.
Sister 1 : Oh, she \textit{looks} so dirty.
Mother : Cinderella, come here...hurry up!!
Cinderella : Yes mom...
Mother : How is your sister gown? She \textit{waits} to try it.
Cinderella : Yes Mom, I have finished it. I know, she will be very beautiful if she \textit{wears} it.
Mother : What do you say? She \textit{looks} beautiful every day.
Sister 1 and 2 : We don’t need your comment.
Cinderella : May I join to the party?
Mother and sister 1, 2 : No, just stay at home.

Cinderella :..............( cries)

Angel : What happen with you, Cinderella, why do you cry?
Cinderella: I can’t join to the party. My mother avoids me to go anywhere.
Angel: Don’t worry, Cinderella...! I will help you.
Cinderella: OK! Thanks..., what is your plan?
Angel: I will use my magic. So, you can join to the party.
Cinderella: Oh...! That sounds interesting! I am wondering about prince.
Angel: Oh...the prince is very handsome, he lives in the big palace, and he likes to help everyone. And the most importing thing, he loves a simple princess like you.
Cinderella: Thanks a lot, Oh, I hope so Angel....

Scoring: Maximum score of each item: 5
Total score of all items: 10 x 5 = 50


Assessment
a. Technique: Oral Test
b. Example of instrument: Work in group and playing drama especially in Simple Present Tense.

Semarang, 20 August 2010

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**LESSON PLAN (TREATMENT II)**

**IN EXPERIMENT CLASS**

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**Learning Outcome:**

- By the end of the lesson, students will have been able to pronounce of affix “s” added to sibilant sounds in Simple Present Tense.

**Activities :**

1. **BKOF (Building Knowledge of Field)**
   - 3. Teacher greets and checks students’ attendance.
   - 4. Teacher asks some questions related the material.
2. **MOT (Modeling of Text)**
   - 3. Teacher explains the material about simple present tense.
   - 4. Teacher shows the scripts of drama about “Aladdin” related the material.
3. JCOT (Join Construction of Text)

6. Teacher divides into five groups consist of five students.
7. Teacher asks the students to read and identify of affix “s” added in simple present tense.
8. After the students read and identify, each group should rehearsal of the play.
9. Then, the teacher asks each group to perform the play.
10. The teacher identifies the pronunciation of the students about affix “s” added in Simple Present Tense.

4. ICOT (Independent Construction of Text)

4. Teacher reviews the materials.
5. Teacher asks the difficulties to the students have.
6. Teacher concludes the material.

**Aladdin**

Jasmine has gone from market. And in the market she has helped by Aladdin. So, she tells to her father about it.

Jasmine : Father..! I am so happy today.
Father : What’s going on?
Jasmine : I have met a handsome and kinds hurted boy. His name is Aladdin. He helps me in the market.
Father : Oh... where does he come from?
Jasmine : He comes from down town village. But he likes to help anyone.
Father : And where does he work?
Jasmine : He works in the market, he buys and sells something.
Father : So, you mean that he is poor person?
Jasmine : Is that a problem dad?
Father : Of course! It is a big problem. Because, we are from a rich man
Jasmine : That is not fear Dad...! Although, He seems poor and simple, but, I admire him.

-------------------------------
(In the palace)

Aladdin : Enough...Jasmine!
Genie : Oh master, her father dislikes you, He wants you go out from here. But, don’t worry, I will help you.
Father : Oh, this is the boy, you tell me that he is handsome boy, and he becomes your hero.
Jasmine : Yes Dad...! I think he likes me. Because he arrives in here
Aladdin : Yes my lord...! I am Aladdin. I love her and I believe she loves me too. And I hope you will permit our relation.
Genie : Yes master! I support you. But I know, the king asks the warrior to catch you.
Father : Non sense! I will never permit you.
Jasmine : Dad, I will go with him!

(In the street)

Jasmine : What are you doing in here?
Warrior : The king asks me to bring you come back to palace.
Jasmine : I will never come back home without Aladdin.
Warrior : Non Sense! He wants you to get married with a prince.
Aladdin : Just back home!
Jasmine : No Aladdin! I want with you.
Aladdin : I want too. But, your father needs you.

Scoring : Maximum score of each item: 5
Total score of all items : 10 x 5 = 50


Assessment

c. Technique : Oral Test
d. Example of instrument : Work in group and playing drama especially in Simple Present Tense.

Semarang, 20 August 2010

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## CLASS VII A
### CONTROL CLASS (POST-TEST)

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6) Utterance of Vocabulary
7) Voice which is heard by another person
8) The way to break sentences
# PERFORMANCE TEST VII A
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10) Utterance of Vocabulary
11) Voice which is heard by another person
12) The way to break sentences
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The items are:
17) Intonation of Text
18) Utterance of Vocabulary
19) Voice which is heard by another person
20) The way to break sentences
It is weekend. Tito is very happy today. His parents are at home. They don’t go to work on Saturdays and Sundays. He can play with them all day long.

Every weekend, Tito helps his parents serve breakfast. He always pours some milk into his own glass. He also prepares a cup of coffee for his father. He has to put some sugar and milk in his father’s coffee. “Stir it well before you serve it”, he remembers what his father said last week.

For his mother, he will bring a glass of orange juice. He also remembers that he must not put the milk into the orange juice. “Milk cannot go with orange juice,” his mother once said.

When Tito serves the coffee and the orange juice, he pretends that he is a restaurant waiter. His parents pretend to be the customer. They are satisfied. They say, “Thank you very much Tito.”
Cinderella was asked to make gown to her sister by her mother. The gown wants to dress by her sister in the party in the palace. And Cinderella also wants to go the party and meet the prince. But, her mother and her sister avoid her. So, Cinderella was helped by the an angel.

Sister 1 : Mom, how is our gown?
Mother  : Oh...no problem. Cinderella wants to make it.
Sister 2 : Oh great..! Where is she?
Mother  : She goes to the market.
Sister 1 : What..!!! Has she finished our gown?
Sister 2 : There she is!! She always comes late, she walks slowly.
Sister 1 : Oh, she looks so dirty.
Mother  : Cinderella, come here...hurry up!!
Cinderella : Yes mom...
Mother  : How is your sister gown? She waits to try it.
Cinderella : Yes Mom, I have finished it. I know, she will be very beautiful if she wears it.
Mother  : What do you say? She always looks beautiful everyday.
Sister 1 and 2 : We don’t need your comment.
Cinderella : May I join to the party?
Mother and sister 1, 2 : No, just stay at home.

Cinderella :.............(cry)

Angel : What happens to you Cinderella, why do you cry?
Cinderella : I can’t join to the party. My mother avoids me to go anywhere.
Angel : Don’t worry, Cinderella..! I will help you.
Cinderella : OK! Thanks., what is your plan?
Angel : I will use my magic. So, you can join to the party.
Cinderella : Oh...! That sounds interesting! I am wondering about prince.
Angel : Oh...the prince is very handsome, he lives in the big palace, and he likes to help everyone. And the most importing thing, he loves a simple princess like you.
Cinderella : Thanks a lot, Oh, I hope so Angel....
Jasmine has gone from market. And in the market she has helped by Aladin. So, she tells to her father about it.

Jasmine : Father..! I am so happy today.
Father : What a matter?
Jasmine : I have met a handsome and kinds hurted boy. His name is Aladin. He helps me in the market.
Father : Oh... where does He come from?
Jasmine : He comes from down town village. But He likes to help anyone.
Father : And where does he work?
Jasmine : He works in the market, He buys and sells something.
Father : So, you mean that He is poor person?
Jasmine : Is that a problem Dad?
Father : Of course! It is a big problem. Because, we are from a rich man
Jasmine : That is not fear Dad...! Although, He seems poor and simple, but, I admire Him.

(In the palace)

Aladin : Enough...Jasmine!
Jien : Oh master, her father dislikes you, He wants you go out from here. But, don’t worry, I will help you.
Father : Oh, this is the boy, you tell me that he is handsome boy, and He becomes your hero.
Jasmine : Yes Dad...! I think He likes me. Because He arrives in here
Aladin : Yes my lord...! I am Aladin. I love her and I believe she loves me too. And I hope you will permit our relation.
Jien : Yes master! I support you. But I know, the king asks the warrior to catch you.
Father : Non sense! I will never permit you.
Jasmine : Dad, I will go with him!

(In the street)

Jasmine : What are you doing in here?
Warrior : The king asks me to bring you come back to palace.
Jasmine : I will never come back home without Aladin.
Warrior : Non Sense! He wants you to get married with a prince.
Aladin : Just back home!
Jasmine : No Aladin! I want with you.
Aladin : I want too. But, your father needs you.
Appendix 19

PRE TEST
(Reading)

KEEPING FIT

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That’s Wati, she tries to keep in shape and stay healthy.

Assessments:
1. Grammar and vocabulary (1-50)
2. Pronunciation and fluency (1-50)

100