

**THE CORRELATION BETWEEN THE PERCEPTION ON PROJECT-
BASED DRAMA ACTIVITIES AND SPEAKING ACHIEVEMENT OF THE
TENTH GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG**

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FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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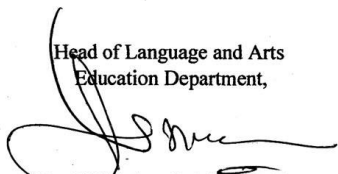
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A Thesis

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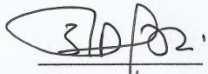
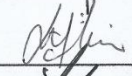
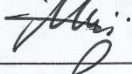
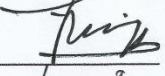
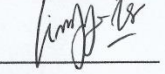
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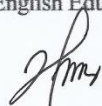
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DEDICATION

This thesis is dedicated to:

1. My beloved family, my father (Arisidi), my mother (Parjiyah ﷳ), my brother (Yoga Saputra, S.Kom), and my stepmother (Poniyah) who always support me. Thank you very much for being a good family who always pray for me and never stop giving motivation.
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MOTTO:

***“ASK AND IT WILL BE GIVEN TO YOU; SEEK AND YOU WILL FIND;
KNOCK AND THE DOOR WILL BE OPENED TO YOU.”***

MATTHEW 7 : 7

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The Writer,

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ABSTRACT

The objective of this study is to find out the correlation between the tenth-grade students' perception of SMA Srijaya Negara Palembang on project-based drama activities and their speaking achievement. The participants of this study were 34 students of SMA Srijaya Negara Palembang. The instruments used were speaking test and questionnaire. The speaking was scored by speaking rubric from American FSI (Foreign Service Institute). The questionnaire was a perception on project-based drama activities adapted from a study by Teresa (2007). The findings showed that 68% of the students speaking achievement were categorized at a low level, and 32% of the students were at a high level. However, there were 97% of students who gave a positive perception on project-based drama activities. The findings also revealed that there was no correlation between the students' perception and their speaking achievement as the Correlation Coefficient with a p-value in Sig. (2-tailed) 0.743 which is higher than 0.05.

Keywords: Student' Speaking Achievement, Students' Perception, Project-Based Drama Activities.


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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significances of the study.

1.1 Background

In this globalization era, the changes of time have given effects on the use of technology. According to Steger (2013), globalization is “the interconnection of global, economic, political, cultural, and environmental processes that continually transform present conditions” (p.2). Besides the interconnection of those conditions, globalization also impacts the use of existing technologies that influence human life and the use of language. English as one of the main consequences of the globalization has got impact in the increasing spread and linkages of language (Crystal, 2000). For example, nowadays, English is recognized by the world as an international language which is used by many regions. Furthermore, globalization is described as the process of the spread of some languages that are used as international language.

English as an international language becomes very vital and should be mastered. It has more increasingly widespread across the globe as an international language (Seidlhofer, 2011). In this case, the English language is supported by a range of skills, such as reading, speaking, listening, and writing. Mastering all of them properly is required by an individual to support success not only in the study but also in the business. The main reason people learn English is to make them able to communicate or interact with other people from other countries, and know how to speak English well or fluently (Kirkpatrick, 2007).

Learning English includes mastery of the four language skills. One of them is speaking. Richard and Renandya (2002) state that speaking is used to express people ideas and to communicate with people in civilized world. Moreover, speaking is an element of communication. Speaking is a skill for communicating to express and

convey the idea. Thus, the language learner have to learn and understand the speaking skill and practice to speak up in order to help their communication going well. According to Fulcher (2003), mastering English speaking skill will increase learners' confidence as they use in their daily activities. It also gives a better understanding of the functional aspect of the target language. According to Nunan, cited in Sirisrimangkorn (2018), speaking skill refers to the ability to function in the language which is generally characterized in terms of being able to speak in the language.

Speaking becomes one of the macro skills of the language that concerns on the abilities to carry out spoken communication as an interactive process of constructing meaning which involves producing, receiving, and processing information (Susilawati, 2013). Because of that, teaching speaking skill can be focused on making the students active to speak when they are involving in speaking activity in the classroom. There are several options to improve speaking skill such as using method, model, technique, and strategy.

There are several models of learning that can improve students' speaking skill, one of those is project-based learning. It is an activity which makes the students active during a learning process and this activity can offer a product as the result at the end of the lesson (Damayanti, Martha, and Gautama, 2014). According to Santaya, (2006) cited in Ismuwardani, Nuryatin, and Doyin (2019), project-based learning focused on the central concepts of the rule, facilities to investigate, problem-solving, and other meaningful tasks, also the tangible products as a result. Project-based learning is often used for dramatic activities that can improve students' speaking achievement. Drama activities are based on the communicative approach which becomes one of the best methods that can catch students' interest. According to Rosyada, Yufrizal, and Sudirman (2013), drama does not only focus on the product (performance) but also on the entire process of language learning. Using drama activities require the students to speak and have the chance to communicate, even with limited language, allow students the opportunity to use non-verbal communication by showing the body language, gestures, and facial expressions.

Many studies showed that dramatic activities can improve the students' speaking achievement. A research conducted by Effendi (2015) showed that the students' speaking score became higher after attending the course with project-based drama activity. It can be seen from the pre-test result with 65% and the post-test result with 75,94%. Another research conducted by Lestari, Yufriзал, and Nurweni (2018) who found that the use of drama activities in learning speaking gives a positive effect on improving students' speaking achievement. It is showed on the result of the pre-test from 66,93 to 74, 93 in the post-test. Finally a research done by Larasati, Hayati, and Fiftinova (2017) showed that students perceived project-based drama learning as contributive factor that developing students' reading achievement. The project-based drama learning they used consists of several stages, such as Critical Reading, Character Analysis, Class Discussion, Script Writing, Cast of Characters and Team Formation, Hot seat Interview, Team Presentation, Drama Practice, Rehearsal, and Drama in Stage.

Besides the use of the teaching method in learning speaking activities, students' perceptions of the method used give impact to the students' speaking achievement. According to Thompson and Noe (2002) cited in Ridianto (2016), "perception is a process whereby the brain, or functional dedicated subsystem of the brain, builds up representations or relevant features of the environment on the basis information encoded by the sensory receptors" (p.3). It can be simplified that perception is a process of how to accept the information. It is basic in determining, organizing, and also interpreting a stimulus that has received by an individual.

The students' perception can influence the students' speaking achievement as it is showed by several studies. A study conducted by Manurung (2018), found that there is a positive perception of drama activity in speaking class. The students enjoyed performing drama in speaking class, and it helps the students to promote their speaking ability. Another study, Zahara (2018) showed that 92,85% of students gave a positive perception of drama activity. They agreed that drama activity is effective to create students' creativity in speaking skill.

From these explanations, the writer decides to conduct this study to know the correlation between the tenth grade students' of SMA Srijaya Negara Palembang perception towards project-based drama activities and their speaking achievement. The reason of choosing the tenth graders of SMA Srijaya Negara Palembang because they have used applied project-based drama activities when learning English. Because of that the teacher decided to use project-based drama activities for two months in this school to see the impact of the using of that method. Also, a previous study with project-based drama activities in the University level that conducted by Fiftinova, Inderawati, and Rosmalina (2018) showed that the use of project-based drama activities give impact in their language skill. Based on these phenomena, the writer was interested to see further about the correlation between the tenth grader students' perception of SMA Srijaya Negara Palembang towards project-based drama activities and their speaking achievement.

1.2 Research Problems

The problems of this study are:

1. What is the perception of the tenth grade students of SMA Srijaya Negara Palembang on project-based drama activities?
2. What is the level of speaking achievement of the tenth grade of SMA Srijaya Negara Palembang students?
3. Is there any correlation between the perception on project-based drama activities and speaking achievement of the tenth grade of SMA Srijaya Negara Palembang?

1.3 Research Objectives

The objectives of this study are:

1. To find out the perception of the tenth grade students of SMA Srijaya Negara Palembang on project-based drama activities

2. To find out the level of speaking achievement of the tenth grade of SMA Srijaya Negara Palembang students
3. To find out the correlation between the perception on project-based drama activities and speaking achievement of the tenth grade of SMA Srijaya Negara Palembang

1.4 Research Significances

This research is expected to give some benefits to students, teachers, and researchers: First, this study will give information about project-based drama activities that can improve students' speaking achievement. Second, this study will give more knowledge about project-based drama activities to help English teacher to improve the students' speaking achievement by applying project-based drama activities. Third, this study will be used as a guideline for future researcher to develop their knowledge about project-based drama activity from this research.

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