



The Effect of Implementing Process Drama on Students' Ability in Doing Story Telling: An Experimental Research at SMA N 01 Gunung Tuleh, Pasaman Barat District

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Abstract

The aim of this research is to see the effect of implementing Process Drama on students' ability in doing story telling at grade 10th students of SMA N 1 Gunung Tuleh in 2021/2022 academic year. Pre-experimental with one group pre and post-test design was the design that used in this research. The population was the tenth grade students at SMA N 01 Gunung Tuleh that consisted of six classes. Purposive sampling was technique sampling that used to choose the sample. The samples were X science 1 students as the experimental class and control class. Telling two stories entitled Bawang Merah & Bawang Putih and Malin Kundang were the instrument of this research. The paired sample t-test was used to obtain the finding of the research. The paired sample t-test revealed a sign 2-tailed value of 0.00, or less than 0.05. Therefore, the first hypothesis was accepted and the null hypothesis was rejected. Through the implementation of Process Drama, students are becoming more adept in doing storytelling. The data's output suggested that students could improve their ability in doing story telling through Process Drama.

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INTRODUCTION

Quianthy (1990) states the act of delivering ideas and information orally in a variety of contexts is known as speaking. Speaking can be divided into two categories: monologue and dialogue. Speaking in which one person uses spoken language for an extended period of time, such as in speech, lecture, or reading, is called monologue. The speech will continue regardless of whether the listener comprehends the speaker's intent because the listener must process the information uninterrupted. While, dialogue is a conversation between two or more speakers, when an interlocutor does not comprehend what the speaker is saying, speech can be interrupted. A person's speaking ability can be influenced by self confidence, habits and also the environment. According to Yinger (1987) the teacher's role is very important in making students

speak actively in the classroom. In a good classroom environment, students interacting will often participate freely and enthusiastically if given topics and assignments that are appropriate to their needs. However, when the teacher chooses a topic that is not appropriate, it will be difficult to invite students to speak actively in class. Students easily pick up on the learning process when it is used in everyday conversation. In daily conversation, people frequently tell stories and like them. Usually, they tell their own story to people around them or they read and listen to fairy tales, national history, and local folklore and so on.

At school, in English subjects, stories from the past will be discussed when learning about narrative texts. Narrative text is defined as a story about a series of connected events in time. Its aim is to educate readers about morality and entertain them. According to O'Toole (2003) Narrative is the text that expresses cause and effect over time. This is a useful way to understand how dramatic action is built and managed. The playwright takes a specific event and its characters and moves on to the consequences. Thomas (2016) states that narrative is a sequence of connected events in which humans or other creatures are actors in these events and contains moral values that can be used as life lessons. It must tell about an event that interesting. Therefore, the narrative must be described clearly, with events arranged in sequence in another effective way. Four components of narrative text are Orientation: it appears the first paragraph, in which the story's setting, characters and characteristics are introduced. After that, there is complication: where the story's problems started to develop. Then, solution: where the story's problems are resolved and the last is coda: the moral of the story.

One of the types of texts that must be studied in first grade in senior high school is narrative text. It is expected of students to be able to summarize the content of the studied text at the end of the learning; usually students are requested to do storytelling to take the score of their skills. Storytelling is an activity related to telling a story to one or more listeners. Story telling is a person's story to inspire the imagination of the listener; they are engaging the audience through the use of words and actions. The Oxford dictionary defines storytelling as the act of telling or writing a story. This indicates that, in addition to folklore and history, a person's personal experience may also be the subject of their storytelling. Then, based on National Storytelling Association (1997) defines story telling as the; the first is through co-creative process and design. The narrator does not show any pictures, stage sets, or costumes that are related to the characters in the story or historical periods. Based on the player's narrative as well as their own experiences and beliefs, listeners construct these images. Second, storytelling is a unique and memorable form of communication. And lastly, storytelling is a process of sharing stories with the audience. There are a few things that can help make it interesting. According to Kusumaswati (2010) There are several things that must be considered in doing story telling so that the appearance is able to attract the attention of the audience, such as the voice, the narrator must be able to adjust the voice to the character being played, eye contact and facial expressions and body movement also greatly affect the success in doing story telling; the presence of eye contact, facial expressions, and body movement that are in accordance with the situation being faced in the story will make the story conveyed more memorable for the audience. Speed in conveying sentences also needs to be considered so that the

audience is able to digest the sentences delivered. Moreover, props are also very supportive of the appearance that can make the role played more alive.

However, when students are asked to do storytelling, it is so difficult for them; they have low ability of tell story in English. The problem is caused by the self-confidence that they have; they are not confident because they are so rarely speaking in English, it caused they are lack of vocabularies, moreover their pronunciation is also not good enough. In the fact, in English class they are rarely practice speaking English, in the teaching and learning process teacher used textbook, white board, then asked students to do some exercises in the text book and discussed together the best answer for questions of the exercises . The method that teacher used cannot encourage the students to be active in learning process. Frequently, they did other activities rather than pay attention to the teacher's explanation. As the result, the teaching and learning process became so monotonous. Augusta (2015) also wrote about the issue in a journal. The findings showed that students rarely received English writing instruction. They just completed the assignment and shared their responses. Students were reluctant to even write a very basic text, and their writings as not well as the expectation. Then, observations by Krismawati (2018), teacher usually ask students to read the text in the book and also write the text, so students were not active and interested in learning. Preparing a method that encourages students to participate actively in learning is one effective approach, such as Process Drama.

O'Neill (1995) describes that Process Drama is utilized to investigate the issue, circumstance, subject or series of related thoughts or subjects using the imaginative vehicle of unscripted show. Kao and O'Neill (1998) argue that Process Drama is an outward development context in the exploration of the dramatic world based on the collaborative experience of teachers and students. The Process Drama focuses on proposing problems and solving them. A characteristic of Process Drama is that the group actively identifies and investigates fictional characters, roles, and situations to help students gain insight into themselves and the world around them. In creating and maintaining the world that emerges in the Process Drama, students construct and explore images, roles, ideas, and situations. According to Kao and O'Neill (1998) Process Drama has seven elements. First, context; teacher and students should discuss what kind of context to be created. Second, role; teacher should give the clearly instruction to the students, so they aware that they are in two situation; realistic and fictitious. Third, tension; the tension is much needed because it will make the students' interaction alive. Fourth, negotiation; it will encourage students to develop their knowledge about the social issue. Fifth, non-verbal activities; they are very needed to make attraction more alive, students can use properties to support that. Sixth, questioning; it is needed to make students aware of their roles between real and fictional worlds. Seventh, reflection; it is needed to give review or feedback of what students have achieve, so the students can improve their ability in the next. *Bowell and Heap (2017)* state Process Drama is the result of the collaboration between teachers and students, it is a form of educational drama in which teachers and students act as scriptwriters, directors and actors. Because process drama allows students to learn from imagining experiences, it will encourage students' creativity and make them more active and enthusiastic, making the teaching and learning process less monotonous.

Students' fundamental English language skills, particularly in speaking, could be improved through process drama.

METHOD

1. Research Design

Pre-experimental design (one-group Pretest-Posttest design) was used in this quantitative research. Sugiyono (2017) stated that one group pre test and post test design is a type of research which the test is conducted twice; before the sample are given the treatment and after given the treatment. So the results of the implementation become more accurate.

2. Population and Sample

Students at SMA N 01 Gunung Tuleh Grade 10th academic year 2021/2022 is the population of this research. The researchers chose one class as a sample, in this research used purposive sampling with 30 students and X science 1 was chosen as the sample.

3. Instrumentation

The researcher measured the students' story telling ability through the scores of pre-test and post-test. The type of the test in this research was story telling. Students were asked to tell two stories based on the topic that researcher provided. There were two stories must be performed by students, entitled Bawang Merah&Bawang Putih and Malin Kundang.

Table 1 Indicators for storytelling

No	Indicators	Sub-indicators
1.	Knows the story	Orientation, Complication, Resolution, Re-orientation
2	Performance Skill	Facial expression, Gesture and body movement Eyes contact, Properties
3	Accuracy	Tenses, Vocabulary, Article and proposition
4	Pronunciation	Pronunciation
5	Fluency	Fluency

Adopted from: Darma (2013)

3.1 Validity of The Test

Sugiyono (2012) says that an item's validity indicates the degree of accuracy between the data the researcher collected to determine its validity and the data that actually happened to the object. The researcher used construct validity to check that the speaking test was constructed correctly as the test was based on the material that the students had studied. The researcher consulted the text with Ms. Carbiriena Solusia, M.Pd., as a lecture in the English department at UNP.

3.2 Reliability of The Test

According to Sugiyono (2012) Instruments that are reliable are those that can be used multiple times to measure the same thing and produce the same data. So in this study the Cohen Kappa coefficient of agreement was used. According to Widhiarso (2006) this choice is based on how it is used. When (a) the rater used is not

much, the kappa coefficient is appropriate. Two raters typically assess a single subject. (b) The score is categorical. Usually only two categories are coded 0 or 1". Finding the Cohen Kappa coefficient used the formula:

$$K = \frac{pa - pc}{1 - pc}$$

4. Procedure of the Research

Students of experiment and control class were asked to do the pre test for the first. All students were asked to tell two stories before being given material of narrative text to found out their ability before implementation of Process Drama and without Process Drama. Students were asked to tell two stories entitled Bawang Merah & Bawang Putih and Malin Kundang. Then, students learned narrative text by implementing Process Drama in experimental class; the treatments were given sixth times, while in the control class researcher used conventional method. Last, students did the post test. At the end of this experiment, there was a final test was conducted to measure the extent whether Process drama gave significant effect to students' ability in storytelling or not. Students were asked to tell two stories entitled Bawang Merah & Bawang Putih and Malin Kundang based on a role play that they have taken. For the control class, they also told the same title of stories but the version based on the text that they have read in learning process.

5. Technique of Data Collection

The technique used by researcher to analyze the data was quantitative. The Pre and post-test analyzed from the average score obtained from the participants. The pre test and post scores used to compare students' abilities in telling narrative text before and after the Process Drama is applied. In assessing the score of student's performance, the researcher used the rubric evaluation. The indicators in the instrument became an aspect of assessment.

6. Technique of Data Analysis

6.1 Students' score Analysis

After finding each score of students, the researcher found total score from all of them. The researcher found the mean score on the pretest and post test to determine whether there was an increase in students' ability before and after the implementation of the Process Drama.

6.2 Normality Test

The aim of the test is to ensure the data has normal distributed or not. In this research, researcher used SPSS and Kolmogorov-Smirnov to analyze the data. According to the theory of normality test, the data is normal distributed if the sign. value is higher than 0.05. While if the sign. value is lower than 0.05, the data is not normally distributed.

6.3 Homogeneity Test

After ensured the data has normal distributed, researcher checked the data is homogeneous or not. Researcher made conclusion from the the homogeneity's theory. It states the data is homogeneous if the sign value more than 0.05, but when the data lower than 0.05, the data is not homogeneous.

6.4 Hypothesis Test

To prove whether the objective of the research is achieved or not the researcher examined the hypothesis of the data. Researcher used paired sample t-test in SPSS to analyze the data. According to hypothesis theory hypothesis 1 is accepted if the sign value is lower than 0.05, while if the sign. value more than 0.05, the hypothesis 1 is rejected and hypothesis null is accepted.

$$t_{test} = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

RESULT AND DISCUSSION

1. Result

1.1 Data Description

The researcher found out the data description after finished collecting the data of pre and post-test in experimental and control class. Researcher analyzed the data by using SPSS. The aim of analyzed the data is to find out the descriptive statistic of the data; the minimum score, maximum score, mean, and data deviation. The finding can be seen in the table below.

Table 3 Result of Students' Ability in Doing Storytelling

Descriptive Statistic					
	Noun	Minimum	Maximum	Mean	Std.Devia tion
Pre-Test Experimental Class	15	35	60	44.53	6.739
Post-Test Experimental Class	15	50	85	66.20	10.962
Pre-Test Control Class	15	35	55	43.20	5.545
Post-Test Control Class	15	45	70	54.87	7.386
Valid N	15				

Descriptive statistic in the table above can be seen the different score of the pre experimental class and control class. Both classes have 15 samples that did the test twice. In the experimental class, the minimum score of pre-test that students get was 35, maximum score was 60, and the mean was 44.53. It identified that students have the low ability in storytelling, it is same with control class, the minimum score was 35, maximum score was 55, and the mean score was 43.20. But after given the treatments, there is increase score of experimental class, the minimum score of post test was 50, maximum score was 85 and the mean was 66.20. The control also has the increase of score but the score in experimental class is higher, because in the control class

researcher used conventional method for teaching. The minimum score of post-test in control class was 45, maximum score was 70 and the mean was 54.87.

1.2 Normality Test

After got the descriptive statistic of the data, researcher ensured that the data has normally distributed or not. The finding can be seen in the following table.

Table 4 Result of the Normality Test

Test of Normality				
	Class	Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
Students' Score	Pre-Test Experimental Class	206	15	.087
	Post-Test Experimental Class	169	15	.200
	Pre-Test Control Class	185	15	.179
	Post-Test Control Class	177	15	.200

From the preceding data, the data in experimental class and control class is normally distributed. The sig.value of pre-post test in experimental class was 0.087 and 0.200, then sign. Value of pre-post test in control class was 0.179 and 0.200. All value was higher than 0.05.

1.3 Homogeneity Test

Furthermore, the researchers conducted a homogeneity test with SPSS, the results can be seen in the table below.

Table 5 Result of The Homogeneity Test

Test of Homogeneity of Variance					
		Levence Statistic	df1	df2	Sig.
Students' Score	Based on Mean	2.377	1	28	.134
	Based on Median	1.567	1	28	.221
	Based on Median and with adjusted df	1.567	1	23.660	.223
	Based on trimmed mean	2.447	1	28	.129

The sign value "based on mean" of the data above was 0.134, which was higher than 0.05. It indicates that the sample variance of the research was homogeneous.

1.4 Hypothesis Test

The researcher tested the hypothesis using SPSS's paired t-test. The researcher tested the data from the experimental class in order to ascertain whether the implementation of Process Drama affected the students' ability in doing storytelling. The table below displays the outcome.

Table 6 the Result of Paired Sample t-test

		Paired Sample T-Test					T	Df	Sig. (2-tailed)
		Paired Differences							
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
Lower	Upper								
Pair 1	Pre-Test and Post-Test Experimental Class	-21.667	8.330	2.151	-26.279	-17.054	-10.074	14	.000

The paired sample t-test above showed that the hypothesis one is accepted and hypothesis null is rejected. Because the value of sig.(2-tailed) in the data was 0.00 that identified the Process Drama effected students' ability in doing storytelling.

2. Discussion

Process Drama had a greater impact on students' ability to tell narrative texts than conventional methods, according to data analysis. The statistical analysis revealed that the control class's post-test mean was 54.87, while the experimental class's post-test mean was 66.20. This demonstrates that the experimental class's posttest value is higher than the control class's posttest value. In contrast, the results of the paired sample t-test also demonstrate that the 2-tailed significance value is less than 0.05, indicating that the null hypothesis is rejected and the first hypothesis is accepted. It happened because the students in the experimental class were given treatments; using process drama in learning narrative text. In the Process Drama, they took a role play, so it improved their confidence, their creativity, their body movements, their expression, and their pronunciation. According to Kao and O'Neill (1998) the aim of Process Drama is to improve students' speech fluency and self-assurance, provide an authentic setting for communication, and foster new classroom relationships. It provides an opportunity for students to be able to learn by imagining experiences, so it will encourage students' creativity, require them to be more active and enthusiastic.

The result of this research has similarity with the previous researchers who found that Process Drama gave a positive effect on the students' ability in speaking; a study from Samat (2010) found that the respondents responded very positively to the sessions that were designed for the class. Process Drama contributed significantly to oral development and improves students' self-confidence and motivation. The respondents did enjoy the drama class, proving that drama does bring positive effects in learning. So from this research and previous research, it can conclude that Process Drama has positive effects in learning English, especially in speaking. Because in Process Drama, students and teacher take a role play, so they are trained to speak in English and make their own scripts, they are also trained to be confident in speaking and expressing based on the situation in the drama. Their clumsiness and insecurity decreases as they take a role play. They have more opportunities to explore their abilities and their creativity. Besides that, Process Drama also provides opportunities for students to explore the ideas that they have, because before taking a role play, teacher starts learning by raising a problem and discussing together about the solutions to solve the problem, they are required to be able to express their opinions. Working in group is also able to strengthen students' relationship with each other

and establish closeness between teacher and students. With all of that, learning becomes more pleasant and students become more active. The result of this and previous research show that Process Drama can increase students' confidence in speaking English, they become more motivate.

CONCLUSION

The conclusion that could be drawn in this research is Process Drama gave a significant effect on students' ability in doing story telling than conventional method. It is caused by the six treatments that used in experimental class when learned the narrative text. In the treatments, students and teacher take on a role play; they are trained to speak in English and make their own scripts, they are also trained to be confident in speaking, expressing based on the situation in the drama, and body movements that match with the role that they play. They are the points needed when doing story telling. So, their ability to do story telling increased after being given the treatments; Process Drama. Based on the data findings that provided in the previous chapter, the significant value of 2-tailed was 0.00 that lower than 0.05, it means the null hypothesis in this research is rejected. So, the implementing of Process Drama gives a significant effect of students' ability in doing story telling.

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