

# USING SKIT STRATEGY IN TEACHING SPEAKING AT SENIOR HIGH SCHOOL

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## Abstrak

Artikel ini menjelaskan tentang bagaimana menggunakan skit strategi dalam pengajaran speaking atau berbicara pada siswa sekolah menengah atas. Melalui metode ini, siswa diharapkan bisa meningkatkan kemampuan berbicara dan rasa percaya diri mereka. Langkah-langkah dalam pengajaran kemampuan berbicara ini adalah Preparation, dimana guru telah menyediakan sebuah teks narasi misalnya sebuah cerita “the frog Prince” setelah itu, guru akan masuk kepada activities I, melalui tahap ini, guru akan membangkitkan pemahaman dasar akan materi yang dipelajari, setelah itu, guru akan masuk kepada activities II, dimana siswa diminta untuk membaca teks tersebut dan mencari berapa banyak tokoh yang ada yang nantinya akan menjadi pedoman kepada siswa untuk membuat naskah drama serta menjadi penentu bagi siswa yang akan duduk di dalam satu kelompok. Guru akan menjelaskan kepada siswa generic structure yang ada dalam sebuah teks tersebut, lalu memberikan penjelasan bagaimana menulis naskah drama atau skit dengan contoh sebuah teks narasi yang telah diberikan sebelumnya. Kemudian, guru akan memberikan beberapa buah teks yang sebelumnya telah dipersiapkan oleh guru dan membentuk beberapa kelompok berdasarkan banyaknya tokoh yang ada didalam sebuah teks. Setelah itu, siswa yang telah diberi kelompok akan menulis naskah drama. Setelah siswa selesai menulis drama, mereka akan langsung menampilkan hasil naskah drama atau skit tadi dengan cara bermain peran.

**Key words: Speaking, Skit strategy**

## A. Introduction

Speaking is one of language skills that must be mastered by the student besides listening, reading, and writing. To enable students to speak, they have to know grammar, structure, and vocabulary. Speaking is one way of human being to interact each other. Speaking fluently and confidently in variety of situations is a central human need and an important goal of education. The single most important speaking aspect of learning a language is

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mastering the art of speaking and success as measured in terms of the ability to carry out conversation in the language. Factually, there are problems in teaching speaking. One of the main factors is that the students' lack ability in speaking English since English is foreign language. Most of students are less confident doing this skill rather than another. They think that if they get misspelling or another mistake in their speaking English the other students perhaps the teacher will laugh them. In addition, speaking English in the classroom usually is hard to do since students still accustomed to use their native language to communicate in English class commonly. Based on the case above, during speaking class, teacher should find out new, appropriate and interesting way in teaching speaking to senior high schools' student in order to make them learn to speak and enjoy the teaching and the learning activity. The teacher can use an appropriate media or strategy as the medium of the teaching and learning process. One of the suitable strategies that can be used by the teacher to teach speaking is using skit. Based on Oxford Dictionary, skit is a short piece of humorous writing or performance that makes fun of people.

Harmer (2001) states that speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Furthermore, Shumin in Richard and Renadya (2002) explain that speaking is one of the central elements of communication. It can be said that the aim of speaking is the way in which speaker shares the idea by using verbal and non-verbal communication in order to make the listener understand about what the speaker is talking about. Naturally, speaking as means of communication is the process of transmitting a message from the people. By practice speaking, the students at any level are able to ask and answer the question in English. It means that speaking is used to send information, news, ideas, or opinion orally. Therefore, developing oral skills is real challenge for many EFL teachers since the students do not live in an English speaking environment and most of them attend school where English is taught as a compulsory subject.

In teaching speaking to senior high schools' students, the teacher requires basic knowledge about the students. The students of these ages do not like something formal and they usually like to show outright attitude. Therefore, it is better for the teacher to bring the students into the real life situations rather than to give them a lot of theory in learning process. Thus, to make the students of senior high school involved and motivates them to active in the learning process, the teacher should be aware about the technique or media used in teaching. The media or the technique must be interesting and catch the major of the students.

Skit strategy may be seen as a suitable technique to motivates the students of senior high school to active in speaking class and all students will feel enjoy and relax until they do not realize that they have spoken in English. Based on Oxford Dictionary, skit means a short piece of humorous writing or performance. Skit is an excellent tool to promote learning especially in teaching English for the teachers. Skit is one strategies used in teaching

learning process. According to Saddler (2001), “this strategy allows students to be involved in their learning. It provides cooperative learning because each student has a part to play in the story or contributes to the script writing”. Next, Merriam (2008) remarks that skit is a shorter performances where the actor and the actress make fun of people, even the types of literature by imitating them. Moreover, the reader could carry away the story text. If the story is humorous, the reader could carry away the story text. Then, by applying skit strategy, the students will work together, they have responsibility to choose costume, make up, setting, and location. In this case, they will know how to manage themselves.

## **B. Discussion**

In teaching speaking, there are many activities and strategies that are suggested. In this article, using skit strategy in teaching speaking makes students active in speaking. It can give a good respond for the students because the skit is a kind of a humorous short drama. The students can learn while they listen to others. They also feel enjoy and will not feel bored. In this strategy, the students play skit about specific topic which has chosen. The teacher provides some topics to the students and asks the students to select a topic for each group. The students discuss together to make a skit based on the topic of each group. It allows the students to discuss in thirty minutes completing a skit and then practice it with their friend in group. Then, the students perform a skit in front of the class where the teacher is just as facilitator in the class. To get a good result using skit strategy in teaching speaking, the teacher must have a plan before gives a lesson to the students from preparation, implementation, and closing.

### **1. Preparations**

#### **A .Teacher’s preparation**

Teachers have to do a preparation before they come to the classroom in order to do the teaching-learning process run well. The main thing have to do is making a lesson plan because from the lesson plan, they will know what steps or procedure that, they will take in the classroom and achieve the aim of teaching and learning because a good preparation will determine the success of teaching and learning process. In short, the teacher should prepare and plan well the material before come to the class.

Before coming to the classroom, it is important for the teacher to consider several factors. There are several steps that should be done before teaching:

1. The teacher selects the teaching materials that are suitable for the level of the students
2. The teacher prepares command, instruction, new materials and the others. They should be interesting as well as to the students, in teaching speaking using skit strategy, the teacher prepares some text
3. The teacher chooses the appropriate method of teaching. In preparing appropriate method of teaching to be applied in teaching process, the

teacher should consider the interest and level of the students. The principle activities for teaching speaking technique are the one that can motivate students to deliver their speaking ability.

In teaching speaking using skit strategy, the teacher needs to prepare the topic or story itself. The topic that will be given to the students is narrative text. The writer chooses the narrative text because in narrative text has a lot funny story. For example, the teacher can use the story about "the frog prince". Before teacher asks the students to write a script based on the text, the students should read the whole text. They can open the dictionary or ask the teacher if they do not understand the text. Next, the teacher should explain the definition of skit because in learning speaking process will be taught using skit strategy, in which the students read the text and then make the script. In that text, the teacher and the students should identify the figure, setting and the event of the story. After got explanation from the teacher how to make a script, the teacher can ask the students to sit in group based on how many figure conducted in each story. For example, in the text the frog prince has three figures. So the teacher chooses three students to sit in one group. There are narrator, princess, and frog. In applying skit strategy in teaching speaking, most of the students should work together. After write the script, they are available to use a costumes based on the figure. Then, they can make preparation before perform the skit in front of the class.

In this lesson plan, teacher also should predict the time allocation for teaching speaking using skit strategy. The time is 2 x45 minutes for one meeting. The writer expects this strategy will finish in one meeting because in other skill, especially, the reading skill has been taught before. So, the teacher should divide the time for the teacher can conduct the teaching procedure into two activities.

## **B. Procedure Using Skit Strategy in Teaching Speaking at Senior High School**

Below is one model of using skit strategy in teaching speaking at senior high school. The title is "*the frog prince*". The procedures consist of two activities.

### **1. Activities I ( 10 minutes)**

In the first activity, the teacher greets and motivates the students. Greeting the students is very important to know how the students are. Motivating is also set up to increase student's enthusiasm. Then, teacher has to make sure that the students ready to study. Their readiness can be seen by their attendance in the classroom and how their condition at that time.

Then, in this stage, teacher builds student's background knowledge with the topic being discussed. Teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship

with the topic. For example, the teacher asks the students knowledge about narrative text which has been taught in the last meeting. The teacher only focuses in the narrative text because in narrative text has an appropriate story for teaching speaking using skit strategy. In teaching speaking, skit strategy offers an integrated skill, there are, reading, writing, and the most important is speaking ability because the students need to has a role play. Last, the teacher tells what they are going to learn and purpose of the study based on the curriculum. The teacher tells about the objective material that will be learned.

## 2. Activities II ( 70 minutes)

In this step, the activity is conducted during the discussion of teaching material. At the beginning of this stage, the teacher gives the narrative text which entitled “the *frog prince*”. The teacher asks the students to read the text. If they do not understand, they can open the dictionary or ask the teacher. The teacher can translate the text if necessary. The teacher gives the students around fifteen minutes to read the text.

The example of the text:

### **The frog prince**

*Long ago there was a king who had a beautiful daughter. He loved her very much. Every day princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.*

*One day, she accidentally tossed her ball too high. When it came down she could not catch it. It fell deep into the well. The princess began to cry. “Why are you crying?” said a voice behind her. The princess looked down. She saw a frog. “Oh, please, frog”, said the princess, “I lost my ball down the well. If you bring it back to me, I will do anything you want. “”””” Anything all?” asked the frog. “ Yes anything” said the princess.*

*So the frog dived into the well and gave the ball back to the princess.” I don’t want money or property”, said the frog. “Let me live with you and be my favorite friend.” The princess did not really want to let the frog come and live with her as her favorite friend, but she was an honest princess. When she made a promise, she kept it. So the frog came back with her to the palace.*

*One day the princess discovered that the frog had turned into handsome prince so they got married and lived happily ever after.*

Taken from Madeni et.al (2010:46)

Before, the teacher asks the students to write a script based on the text below, the teacher should explain to the students how to make a skit. The teacher gives the steps about making skit. There are:

1. Read the text, for example the text about the frog prince. After read the story, the students should identify the figure. In this story has three figure, there are, narrator, frog and the prince. The teacher chooses the students to sit in one group based on how many figure they can found in each text
2. Write the script drama based on the text. Before ask the students to write the drama script, the teacher explain to the students in detail how to write the drama script based on the text
3. After the students finished write the drama script, the students can prepare to perform. The students available to prepare the costumes and then wear it based the figure that they want to act.
4. Lastly, the students can act the skit in front of the class and the teacher just only as a facilitator.

The teacher should works together with the students, they are trying to find out the figure that include in the text. The teacher do not has a difficulty to explain that, because in the last meeting, the students have been taught about the generic structures of narrative text. If in the text or the story has three figures, the teacher chooses three students to sit in one group. In that group, the students should work together in writing the drama script based on the text which given by the teacher. Before, the students write the drama script to act the skit; the teacher should explain how to write the drama script in detail. The teacher tells to the students who are including in a script drama. There are actor, narrator, and action. The teacher explains to the students about the narrator, actor, and action. Narrator is a person who tells a story, but it is out of the actor and does not appear in it.

Look at the sample of narrator's dialogue which taken from the frog prince story:

Narrator: *long ago there was a king who had a beautiful daughter. He loved her very much. Every day princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game. One day, she accidentally tossed Her ball too high. When it came down she could not catch it. It fell deep into the well. The princess began to cry.*

It is taken from first line until seventh line of the text. In which it is a narration of how the story begins. So every sentence that tells the story or as the narration can be the narrator's dialogue. Next, the teachers show the example of actor's dialogue

*Frog: “why are you crying?”*

This dialogue is taken from the seventh line in the frog prince story. The sentences that have quotation mark about ones' statement indicate that it is dialogue. So it can be actor's dialogue. Meanwhile action can be seen if there has a sentence that indicates one's action or movement with or without dialogue.

For example:

*Princess: (the princess looks down)*

After the students understand how to write the script drama, the teacher can ask the group to write the script. The teacher can limit the time, the teacher give them around twenty minutes to write the drama script in group. The full example of the skit based on the frog prince. (See appendix I).

Next, the teacher distributes one story for each group. Each group consists, from how many figure that have been found in each text. So before give the text to the students, the teacher should determine the texts first. This will make the teacher easy to divide the students in group. The other text can be seen in (appendix II). After the students finished wrote the script drama, each student in the groups prepares everything to act the skit. They are available to prepare costumes and wear it when they perform the skit in front of the class.

Finally, the students in each group can perform the skit in front of the class. All of them should participate in that learning process to make the learning process run well and achieve the goal of speaking skill. After each group finishes their performances, the teacher invites the students to give their comments and suggestion to the group member about their performances.

Before ending the class at the day, the teacher tries to conclude what he or she has explained to students. The goal is to make students more understand about the lesson at the day. After that, to close the class the teacher gives a home work to students and class dismiss.

### **C. Conclusion and Suggestion**

Based on the previous explanation and theory related, it can be concluded that, there are three steps to apply “skit *strategy*” in the classroom. The first is the preparation in which the teacher has to prepare appropriate topic for the technique, teaching material and other. The second is activities I, in this step, teacher builds student's background knowledge with the topic being discussed. The last one is activities II, in this stage, the teacher ask the students to read the text and find out the figure. Then, write a script drama. After that, the students can act the skit in front of the class.

Using “skit strategy” in teaching speaking for senior high school students is a very brilliant idea to interact senior high school students in learning speaking. The students will feel enjoy and relax in learning process so they do not realize that they have spoken in English. Besides that, the technique will involve all students in the classroom to speak so it will create good atmosphere in the classroom. Therefore, applying this technique in the speaking class will motivate the students and the students will consider that speaking in English is not difficult and boring thing but it is easy and enjoyable.

It is suggest to the English teacher in teaching speaking as follow; first, when deliver the material the teacher do not use his mother tongue. Second, the teacher should give opportunities as much possible to every student to train their speaking ability in the classroom. Third, the teacher needs to determine the conditions, when he teaches, teacher needs to set the speaking class in relaxing condition in order to reduce many problems; therefore they can enjoy the joyful learning

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