

WIDYA LOKA**Jurnal Hasil Penelitian
dan Evaluasi Pendidikan**

Volume 2, Edisi XXVII Tahun 2013

UPAYA MENINGKATKAN KEMAMPUAN MENULIS DENGAN STRATEGI
MODEL PEMBELAJARAN LANGSUNG DAN KOOPERATIF YANG BERPUSAT
PADA SISWA KELAS I DI SMP UNGGULAN AMANTUL UMMAH

Oleh: Wahid Khoirul Ikhwan

THE EXPLOITATION OF WOMEN TRADITIONAL STEREOTYPES
IN PAULO COELHO'S *THE ALCHEMIST* AND ALBERT CAMUS' *THE STRANGER*

Oleh: Fibria Cahyani

PENGAJARAN PENDIDIKAN KARAKTER BERBASIS POTENSI DIRI

Oleh: Imam Gojali

THEATER AS A TEACHING TECHNIQUE IN IMPROVING SPEAKING
AND LISTENING SKILLS

Oleh: Yohanes Kurniawan Winardi

MODEL PETRI NET SISTEM PELAYANAN IGD RUMAH SAKIT

Oleh: Sri Rejeki Puri Wahyu Pramesthi

PENINGKATAN KEMAMPUAN PENALARAN SISWA DALAM MENYELESAIKAN
SOAL CERITA DENGAN MENGGUNAKAN *COOPERATIVE LEARNING*

Oleh: Sumuslistiana

MENINGKATKAN KOMPETENSI GURU DALAM MENGELOLA ADMINISTRASI
KELAS MELALUI SUPERVISI KLINIS PADA GURU
DI SDN TANJUNGSARI 1 TAMAN-SIDOARJO

Oleh: Endah Imawati

AN ANALYSIS OF SYMBOLISM IN JHON DRYDEN'S POEM
"THE COCK AND THE FOX" AND "THE HIND AND THE PANTHER"

Oleh: Heru Purnomo

Diterbitkan oleh:

IKIP WIDYADARMA SURABAYA

Jl. Ketintang 147-151 Surabaya Telp. 031-8270270

HPEP

Vol. 2

Edisi
XXVII

Hal.
1 - 105

Surabaya
Jan 2013

ISSN
0854-0810

Jurnal WIDYALOKA diterbitkan oleh IKIP WIDYADARMA Surabaya. Jurnal ini terbit 2 (dua) kali setahun bulan Januari dan Juli dan menyajikan hasil penelitian dan pemikiran pendidikan. Penulis menerima naskah hasil penelitian dan termasuk ide-ide pengembangan di bidang pendidikan.

DEWAN REDAKSI

Penasehat:

1. Rektor
2. Pemb. Rektor I
3. Pemb. Rektor II
4. Pemb. Rektor III

Pimpinan Umum:

Abdulloh Dahlawi, S.S.,M.Pd

Ketua Penyunting:

Drs. H. Abu Darim, M.Pd

Penyunting Ahli:

1. Imam Ghojali, S.Pd.,M.Pd
2. Drs. H. Nur Sukri, MSi
3. Drs. Darto, M.Pd

Penyunting pelaksana:

1. Mundari, S.Pd.,M.Pd
2. Tri Joko Martono, S.Kom
3. Sri Rejeki Puri Wahyu Pramesti, M.Pd

Desain Sampul:

1. Ira Wulan Sari, S.Pd.,M.Pd
2. Heru Purnomo, M.Pd

Kuangan dan Sirkulasi:

Dra. Pramilih Umawatie ,SH.

Mitra Bestari:

Prof. Dr. H. Aminudin Kasdi. M.S

Alamat Redaksi:

IKIP Widya Darma

Kampus Pusat: Jl. Ketintang 147-151, SURABAYA

Telp / Fax: (031) 8273446

E-mail: info@ikipwidyadarma.com

Yahoo Messenger: ikipwidyadarma@yahoo.com

Percetakan:

Perwira Media Nusantara (PMN)

Griya Kebraon Tengah XVII blok FI/10 Surabaya

DAFTAR ISI

1. SUSUNAN REDAKSI.....	i
2. DAFTAR ISI	ii
3. SEKAPUR SIRIH	iii
4. Upaya Meningkatkan Kemampuan Menulis Dengan Strategi Model Pembelajaran Langsung Dan Kooperatif Yang Berpusat Pada Siswa Kelas I Di Smp Unggulan Amantul Ummah Oleh: Wahid Khoiril Ikhwan	1
5. The Exploitation Of Women Traditional Stereotypes In Paulo Coelho's <i>The Alchemist</i> And Albert Camus' <i>The Stranger</i> Oleh: Fibria Cahyani	17
6. Pengajaran Pendidikan Karakter Berbasis Potensi Diri Oleh: Imam Gajali.....	31
7. Theater As A Teaching Technique In Improving Speaking And Listening Skills Oleh: Yohanes Kurniawan Winardi	41
8. Model Petri Net Sistem Pelayanan IGD Rumah Sakit Oleh: Sri Rejeki Puri Wahyu Pramesthi.....	57
9. Peningkatan Kemampuan Penalaran Siswa Dalam Menyelesaikan Soal Cerita Dengan Menggunakan <i>Cooperative Learning</i> Oleh : Sumuslistiana.....	65
10. Meningkatkan Kompetensi Guru Dalam Mengelolah Administrasi Kelas Melalui Supervisi Klinis Pada Guru Di Sdn Tanjungsari I Taman-Sidoarjo Oleh: Endah Imawati	73
11. An Analysis Of Symbolism In John Dryden's Poem "The Cock And The Fox" And "The Hind And The Panther" Oleh: Heru Purnomo	93

THEATER AS A TEACHING TECHNIQUE IN IMPROVING SPEAKING AND LISTENING SKILLS

Yohanes Kurniawan Winardi¹

Abstrak: Penelitian tindakan kelas ini berfokus kepada penemuan masalah pada kemampuan *speaking* dan *listening* beserta solusinya dengan menggunakan teater pada sekelompok siswa sekolah menengah atas swasta di daerah Surabaya Utara. Dalam hal ini penulis meyakini bahwa teater dapat digunakan sebagai metode pengajaran utama untuk mengatasi masalah yang dialami para siswa tersebut ketika berhadapan dengan kemampuan *speaking* dan *listening*. Proses pengambilan data menggunakan responden 35 orang siswa kelas XI IPA. Data tersebut kemudian direkam melalui *field notes*. Selain itu, data juga diperoleh melalui laporan pertanggungjawaban siswa pada tiap akhir semester. Kemudian, data tersebut dianalisa segera setelah diperoleh setiap harinya untuk membuat perencanaan metode pengajaran di kemudian harinya. Data yang diperoleh tiap hari tersebut diklasifikasi dan ditampilkan berdasarkan pertanyaan penelitian. Pada akhirnya, hasil penelitian membuktikan bahwa ada peningkatan kemampuan siswa di bidang *speaking* dan *listening* serta *self-confidence* dalam menggunakan kedua kemampuan tersebut melalui teknik pengajaran teater Bahasa Inggris

INTRODUCTION

Students nowadays often face difficulties when they have to deal with speaking and listening skills. Based on a preliminary observation and interview done by the writer, he found that most students in the school where he taught face many problems with speaking and listening skills during their English lesson. The first problem the students are facing is the pronunciation including stressing. The writer finds that only 32% of his students who were able to pronounce English words well while the others still find difficulties to pronounce English words even for some simple ones. The mispronunciation occurred when students had to deal with the sounds [t] and [d] in the end of each word. Almost all of the writer's students did not pronounce the endings [t] and [d] in each word clearly. It usually happened when they dealt with the past form of regular verb. During his English lesson, the writer had found some difficulties in differentiating the tenses used by his students when they were presenting their topics in front of the class. The situation confused their listeners when they did some presentations or in a daily conversation. Another problem in speaking which was faced by the writer's students is the intonation. It meant the tone used by the students when they speak whether it was falling or rising. During his observation, sometimes the writer found that his students spoke something not in the right intonation or without intonation at all. They could not express their feeling through the intonation although they used the right sentences.

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

Actually theater meant the building designed for a performance of plays, a large room or hall with tiered seats for an audience, drama and acting in general, and many more (Houghton Mifflin Company, 2003). Then through many practices and developments, theater becomes the branch of the performing arts as what “occurs when one or more persons, isolated in time and/or space, present themselves to another or others.” Bernard Beckerman (2008). Theater is a planned human natural-made life which is performed to entertain its audience, to critique people and even to give moral lesson (Basuki, 2007). Furthermore, Farmer (1996), a website about using drama in teaching owner stated that drama could be used in teaching many kinds of subject especially in teaching language. In TEFL, drama or role-play or theater was considered fun, creative and also encouraging (1996).

Actually, theater had been used to teach language before. In an article entitled *Using Drama Text in The Classroom* which was published by the British Council, the writer found that drama which was one part of theater had been used in teaching since 1978 (written by Maley and Duff, 1978). Maley and Duff (1978), and Wessels (1987), wrote that drama could help the teacher to achieve 'reality' in several ways. It could overcome the students' resistance to learning the new language. The solutions were done by making the learning of the new language an enjoyable experience, setting realistic targets for the students to aim for, creative 'slowing down' of real experience, and linking the language-learning experience with the student's own experience of life (Wessel: 53-54).

Another article written on 17 June, 2009 which title was *Using Plays in the Language Class* (British Council Website) also discussed the use of theater (in a smaller part) in teaching language. It stated that using plays or drama in the language classroom could be both enormously rewarding and enjoyable for teachers as well as students since it combined academic materials with arts.

In order to find the proper usage of theater and its effect, I did a classroom action research following two cycles based on these research questions:

1. How was theater used as a teaching technique as the possible solution to solve speaking and listening problems that were faced by the writer's students?
2. What were the improvements that theater as a teaching technique could bring to the students in dealing with speaking and listening?

RESEARCH METHOD

The main source for the data was students' activities and response towards the use of theater as teaching technique which were gathered using field notes and converted into

computer data. Besides, it was also gathered from students' responsibility reports which were submitted in the end of each semester. For acknowledgement, this classroom action research was done in two semesters. Classroom action research itself is formed by several cycles that have several action plans in it (Lewin, 1944).

The first cycle was started in the beginning of school year 2008/2009. In this phase, the writer's students started to enter their second grade of senior high school. As it had been mentioned above, this first cycle was divided into five steps of action plans which were planning, acting, observing, evaluating, and re-planning. In the first cycle to enhance students speaking skill, the writer used several action plans which were used to practice theater in teaching speaking and learning. The first action plan was using transferring games in which students were given some sentences and transferred them into body gesture which should have been guessed by their friends. This game was intended to make students become familiar with spoken English.

Furthermore, using presentation was the second action plan. In this step, the writer planned the presentation of playwrights and did it in three meetings starting from the very first one. In practice, this presentation spent 45 minutes for each group where 5 minutes were used for preparation, 10 minutes for materials presentation, 25 minutes for discussion, and 5 minutes for the evaluation section which was given by the writer as the teacher. It meant that five groups' presentations spent 3 hours and 45 minutes (two and a half meetings). The writer intended this presentation to train the students speaking skill as well as the listening and confidence in talking in front of people.

After that, using short plays were chosen to be the third step. In these short plays the writer used the plays from the playwrights that had been presented by the students in the presentation mentioned before. This treatment was done in three meetings after the use of theater video performance which was one of the theater treatments in dealing with listening skill.

The last was the use of big theater performance. This time, students had to play longer drama with more complicated theatrical equipment such as stage, costume, make-up, properties, and sound designs. Besides that, the writer also wanted his students to use spoken language in front of many people to enhance their confidence.

Dealing with listening skills, the writer also used several methods. First of all, using theater video recording. The use of theater video recording was based on Johnson, K and Johnson, H. (1999) in their *Encyclopedic Dictionary of Applied Linguistic*. In their text of *Teaching Listening*, they mentioned that video material was preferable to audio recordings

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

because of the non-linguistic details besides the linguistic ones (p. 7). It meant that besides giving the linguistic term (tense, vocabulary, sounds, etc.), video materials also provided us with other things such as the language discourse, the situation where the language was used, and also in what manner the language was used in daily life. This treatment was started after the use of presentation ended. In practice, the writer gave the students questions typed on a piece of paper that were going to be answered by the students during each video. After that, the writer would conduct a discussion to answer the questions. This discussion took 15 minutes after each video. This treatment was done in two meetings where in each meeting the writer used different video and different types of questions.

Besides that, using live theater performance was also done in the research in dealing with students' listening skill. This activity was used to train students' ability to comprehend live spoken English. Besides that, by using live theater performance, the writer hoped that the students could listen spoken English lively which was influenced by many factors that affected the listening source. In addition, this activity was a combination with the use of short play in speaking section which had been explained before. In this listening activity, live theater performance provided the students with life spoken English and life affecting factors.

The next step of classroom action research was the acting. This step was done in one full semester (22 meetings) where 3 meetings was used for the presentation, 2 meetings for the use of theater video performance, 3 for the short plays and the use of theater life performance, and 14 meetings for the use of big theater performance. The applications of theater in teaching speaking and listening skills had been mentioned and explained in previous paragraph while observation step was also done in the same time of acting. In doing it, the writer used participant observation where the colleague used pure observer observation. It meant that in doing the observation, the writer would also be a participant in the research done in the classroom. On the other hand, the writer's colleague stayed out the activities and remained as an observer who always sat on the back of the classroom doing the observation. This situation was intended to help the writer to cover up any data that might be missed by the writer during the teaching-learning period. Besides that, by having a peer observer, the writer could concentrate more in applying the treatment planned before.

Then, the evaluation step was done every day after the school time was ended. This was intended to avoid loss data that might happened since the writer and his colleague had other classes to teach. The evaluation was done in one until two hours depended on the things that should be evaluated. The result of this step was intended to be used in re-planning section where the writer made a revised action plan to be applied in the second cycle. As

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

mentioned in the planning step, the evaluation should cover the situation happened during the class including the materials, method, techniques, and approach used in that day whether all of those things had been used properly or not.

In the last step in first cycle, the re-planning step was done in the same time with the planning step for second cycle. In this phase, the writer used the data that had been evaluated before to make a revised action plan which was going to be used in the second cycle. In this case, the writer found that actually it was not the application which was failed to be followed by the students.

The second cycle was started exactly in the end of the first one. The first step in this second cycle was done in the same time with the last step of cycle 1. As it had been explained before, the first cycle was ended with re-planning section where the writer made a revised or new action plan which was used to teach the students for the following semester.

FINDINGS AND DISCUSSION

The First Cycle Reflection

By looking the situation happened in the first cycle, the writer could consider that the use of theater as a teaching technique in dealing with speaking and listening skills was not successful enough. First, during the use of transferring games, the students could not concentrate in guessing the sentences and phrases orally since they were laughing at their friends' movement when they had to transfer the information they got.

Second, the students also found difficulties in following the presentation. The writer found that during the use of presentation, the students could not explain the materials well. What they had done during the presentation was only text reading. It meant that instead of explaining the materials, the students read the text they brought completely. Besides that, the students tended to put every single word they found in the source on the power point display but not the main points of it. Actually at the first time before the students did the presentation, the writer had explained that the students should only put the important points on their power point display not everything they had. In fact, the students could not do it since they had lack of vocabulary which caused the situation where the students could not present the materials well.

Third, the problem also happened during the use of short plays and big theater performance. The students' feeling for being unfamiliar with the story chosen for them had been the biggest obstacle they faced in performing the dramas which were assessed by the writer. During the play, the writer found that many students were trying to 'load' their

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

memory. This situation caused too many pauses that happened during the performance. These pauses happened when the students' forgot their lines in the dialogue. Besides that, the students' still mispronounced many words and used ungrammatical spoken expressions. This situation became worse by the reality that most students could not speak in a good articulation so that the dialogue could not be understood by the audience well.

The next problem happened during the use of live theater performance. As it had been mentioned and explained before, this treatment was combined with the use of short plays. As it had been explained in the previous paragraph, many students did not use good articulation when they were doing the dialogues. This situation influenced the audience's (who were the other students who did not perform at the day) ability to listen the dialogue. The unclear articulation had caused some difficulties for the audience to understand the story well. As an effect of this inability, the discussion could not be done in a correct way.

The last problem happened during the use of theater video performance. During the treatment, the writer found some students who were sleepy. When he asked the reason, the writer found that these students were bored by the story used by the writer which caused the students to be not able to understand the story well.

In addition, during this observation, the writer found many students did not do their job. Some of them did not join the discussion held by each group. They tended to wait for the discussion result and did their tasks. The other students even did something else such as doing another lesson's assignments, chatting with another student, and even disturbing another group's discussion. Besides that, the chief of the theater class, Lina, also complained to the writer many times about her friends' behavior especially the male students. She said that it was really difficult to ask them to rehearse and do their tasks seriously. Some of them did not come to the rehearsal on time and when the rehearsal was held after the school time to avoid the late students, some of them even did something else and still did not come on time with many kinds of excuses.

However, the writer found some improvements shown by the students during the first cycle. First, the writer found some students who were confident in using English orally. This situation was found during the preparation for the big theater performance. The writer recorded in his field note that during the preparation, there were several students who asked something about theater using English. This situation showed that the students who mostly felt reluctant with spoken English had changed their habit a little bit although not all of the students did the same thing.

Besides that, the writer also found that there was one student who always talked in English when she had a conversation with the writer both during and outside the lesson. Furthermore, the improvement could also be seen from the students' big theater performance script. In this script, the writer found that the scriptwriter used the words in a more various way. Besides that, the writer also found that the students could differentiate some distinctive sounds although sometimes they still made mistake in dealing with it. However, the writer was still not satisfied with the result since the students only showed slight improvement during the first cycle. By using the first cycle evaluation data and interview result, the writer began to plan the second cycle treatment.

The Second Cycle Reflection

First of all, in this cycle, the writer changed his method of teaching from Silent Way into Guided Instruction. Guided Instruction here means that the writer guided, advised, facilitated, and supervised every group's discussion and preparation including every instruction he gave to the students directly. The writer found that after he changed the teaching method, the students began to understand their own tasks. They began to prepare everything carefully. Based on the reality he got during the supervision, the writer concluded that although the teacher had explained the materials in detail, the students still needed the teacher's supervision and guidance. It showed that it had been the culture of the writer's students to wait for the teacher to tell them what to do.

After he did the guidance above, the writer could see that the students began to enjoy the theater treatment. It could be seen from the students' works and responses towards the assignments given by the writer. For the assignments, the writer asked the students to submit the script and designs made by them during the preparation. Based on what the writer's saw and read, it could be concluded that the students did well. The designs could be considered in line with the story, including costume, stage, make-up, sound (both effect and background sound), lighting, and publication (brochure, poster, etc.). The reason why the writer considered the students to have better response and works was he compared the first cycle designs and works with the second's. From this comparison, the writer saw some improvements. First, the story was more creative and had more theatrical aspects including the dialogues. Second, the designs were more complete. For the stage, the writer found that the design was more realistic and detailed based on the story they had made before. Realistic here meant that in the first cycle, the students designed everything based on their idealistic thought. It caused some difficulties for the students to realize it.

Besides that, in the second cycle, the students designed a more realistic, simply, and useful stage. They could make the stage exactly based on the design. It was simple which meant it did not need too many things to decorate the stage which might cause difficulties when they had to change it scene by scene but it could be used maximally based on the script. Those situations also happened with the properties, costume, make-up, sound, and also lighting. All the designs before were more realistic, detailed, simple, and useful especially the costume. In the first cycle, the students forced to wear their daily outfits without paying attention to the story's era and condition. They only wanted to be comfortable although they had to go beyond the story. In the second cycle, the costume had become more accurate. Accurate here meant that the costume was designed and made exactly based on each character's characteristics in the script they had.

Besides the technical improvements above, the writer also saw that the students' oral ability was improved gradually. As it had been mentioned before, the writer's students faced some difficulties dealing with their oral skills both speaking and listening. During the use of theater in the first cycle, the writer's students still did not show the improvement significantly. Only some of them could improve their oral ability slightly. The writer found that only two students showed slight improvement in their oral ability. It could be seen from their speaking habit which had been changed from total Indonesian and Javanese into trilingual (previous languages added by English) although the English was not good enough yet and they still felt unconfident in using their oral language ability. When the writer tried to interview some students to find what the students felt and got after the use of theater in the first cycle, he found that some of them thought that they were still not used to have theater in their class. Besides that, some of them also said that oral English was considered as something really difficult and strange.

Furthermore, based on the observation done by the writer and his colleague, the writer could see that some students had improved in the speaking skills gradually. Some of them began to be more confident to use oral language. Some of them also said that through the writer's treatment, they could add their vocabulary more. They also said that because of this treatment they got more knowledge besides the speaking and listening skills. They learnt how to work in team. They also learnt how to be responsible with their own tasks as well as the others'.

Other Improvements Found Based on the Teacher's Point of View

All those improvements above were caused by one big improvement that was shown by the students. It was psychological improvement. Psychological here meant that the students had become more confident in using spoken English. Furthermore, the students also became confident to listen to everything including the lesson in English. The first was Improvements of confidence in speaking

The first improvement that theater had brought to the students was that by having more courage to use spoken English, the writer knew and could fix his students' pronunciation. It could be seen from the ways the students asked any kind of permission during the writer's lesson. Usually, the students used Indonesian sentence when they asked for permission whether they wanted to go to the restroom or to leave the classroom for academic or non-academic important matters. During the use of theater in the writer's lesson, he began to find some students spoke in English when they needed the writer's permission. This situation was continued periodically until all of the students used English to speak with the writer during his lesson.

Furthermore, some of them used English not only when the writer taught but also outside the lesson time such as during a break and after the school although it was still in the form of simple conversation with simple vocabulary expressions where it could also be seen during the second listening test which was conducted by the writer after the use of theater in his teaching. In this test, the writer found 14 students who used English to talk with the writer. 10 of them used pure English and 4 of them used Indonesian-English. Furthermore, during a lunch time, a student named Mary even shared her knowledge and point of view about the school to the writer in English. At that time Mary asked the writer about what she should have done after she had graduated from the school. She asked the writer's advice about which place was better to continue her study. In this sharing, Mary used spoken English instead of Indonesian. Some other students greeted the writer in English when they met him outside the lesson time.

The confidence improvements in speaking could also be seen from Lina and Josh as it had been mentioned before. In the beginning of the research, Lina and Josh were asked to follow an English competition where in one of the sections they were asked to guess their mate's movements. After they had finished the competition, they shared their experience to the writer. They said that they had faced difficulties during that section. First, they felt nervous so their mind became blank. Second, they knew the Indonesian words but could not translate it in English. Third, they were afraid to make mistakes in pronunciation as it was

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

counted during the section. Finally, they also felt inferior with other competitors' speaking ability. The main cause which the writer might conclude that had made them face those difficulties was because they were afraid to use their spoken language directly.

The writer believed that if they had been confident enough and practiced more in the school, they would not have faced those situations. After the use of theater in the class which focused on the students' speaking and listening skills, the writer found that these two students had shown great progress with their spoken English. They had more courage to deliver speech in English. When they got the first step of speaking (the use of presentation), these two students could present and explain the whole materials lively and clearly. That situation made the offer to join another spoken English competition come to them more and more. In the second competition which was followed by Lina and Josh, the writer got an opportunity to accompany them while they were competing. From what the writer saw and observed at that time, they were still a little bit nervous but they could explain their topics well. The writer also thought that from 21 competitors from many different schools, these two students could be considered to have delivered the best presentation. Besides that, they could also persuade the audience to agree with their arguments. Unfortunately, none of them got the first place. they tended to present other's argument not their own. However, the writer was glad to see these students' improvement in speaking.

Another student whose name was Windy also changed greatly. At first, Windy was a quiet student who did not speak much both to her friends and teachers. In using theater performance, the writer asked her to be the main female character in the play. It was a girl who was shy but beautiful. It made many men want to be her boyfriend. At first as what the writer had predicted before, she refused. Her English was bad and she always felt nervous when she had to speak in front of many people. Through a long process of practicing, the writer succeeded in asking her to be the main actress. The writer promised to help her with her vocabulary, pronunciation, and confidence. He also said that he would prohibit any student to laugh when the performance was being played later on. During the rehearsal, the writer trained her pronunciation. He asked her to try first and ask if she found any difficulty. Besides that, he also told her friends to always support her. They should not laugh because they still made some mistakes in pronunciation. The writer said that it was better to learn together to pronounce every word well than to laugh at each other when s/he made any mistake. The result was that Windy could perform very well. She could express the character's feeling deeply. She even spoke in the proper tone and volume, not too low but not too loud too. She used much better spoken English. She even could scream. It surprised the

writer. He did not predict that she would be like that. After the play, he tried to interview her. She said she was really thankful to the writer that she got much opportunity to develop her spoken English. Previously, she did not have enough time to practice her speaking. Theater had provided those chances and she felt thankful for it. Now she became much more confident.

The other improvements made by the students were found during the second listening test. When the writer entered the class to conduct the test, he found that 14 students used English to greet and have chat with the writer (56%). From those 14, 10 students used pure English and 4 used bilingual (Indonesian-English). However, there were still 11 students who chose to use Indonesian and Javanese (44%). These numbers had decreased greatly. Before the treatment, the writer found that only one student used bilingual language where English had more proportion in her chat when she talked with the writer (4%). This reality showed that theater had brought psychological improvement in speaking among the writer's students.

The next improvements was improvement of confidence in listening Besides the students' confidence improvement in speaking, the other improvement of confidence also happened with the students' listening ability. In the beginning of the semester (when the research was started), the students asked the writer to use Indonesian during the lesson. This situation showed that the students were not used to hear everything in English and they were not ready to start it.

Students' Tendency	Number of Students	Percentage
Agree	3	12%
Disagree	15	60%
Ok	7	28%

Table 1 Students' Thought for Having Lesson in English (Before the Treatment)

From the table above, it could be seen that there were 15 students (60%) who did not want to have the lesson delivered in English. All of them had a tendency to have the lesson delivered in Indonesian. There were several reasons why they did not want to have the lesson in English. First, they had limited vocabulary so that they found difficulties to understand each word or sentence used by the teacher during the lesson. Table 4.2 below showed that all of the students that included in the 60% in Table 4.1 above said that they had vocabulary limitations (100%). Second, the students were afraid if they would have unclear teacher's

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

voice during the explanation (33.3%). The last reason why the students did not want to have the lesson in English was because some of them said that they could not catch up with the teacher's speech rate (93.3%).

Option of Reasons	Number of Students Who Chose Each Reason	Percentage
Vocabulary Limitations	15	100%
Unclear Teacher Voice	5	33.3%
Cannot Catch Up Teacher's Speech Rate	14	93.3%

Table 2 Reasons for being Disagree with English Delivery

During the use of theater as a teaching technique in the classroom, the students began to get used to spoken English. Actually, in the beginning, the writer used Indonesian language to explain the whole things. Gradually, the writer used simple English with the Indonesian to make the students became familiar with it. The writer tried to change the language little by little while he used theater video and live performance to improve his students' listening skills. In the end of cycle one of the classroom action research, the students started to get used to it. The writer no longer taught the lesson in Indonesian but he used bilingual. This situation improved in the middle of the second cycle. In this middle of the second cycle, the writer began to use only English to deliver the materials. The result was that there was no student who complained about it which was shown by the table below where there were 22 students who agreed and 3 students felt okay with the use of English in delivering the lesson.

Students' Tendency	Number of Students	Percentage
Agree	22	88%
Disagree	-	0%
Ok	3	12%

Table 3 Students' Thought for Having Lesson in English (After the Treatment)

Dian, one of the students even said that she preferred to have the materials delivered in English because it might add to her vocabulary "data". Furthermore, Sean said that the use of English to deliver the lesson could train him to face any spoken English especially if he had

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

to face the final examination (UAS) where there were some listening sections. Almost all of the students agreed with their two friends' statements.

Option of Reasons	Number of Students Who Chose Each Reason	Percentage
Enriching Vocabulary Data	22	100%
Exercise to Listen in English	22	100%

Table 4 Reasons for being Agree with English Delivery (After the treatment)

However, there were 3 students who found difficulties in following the lesson in English. In the beginning, they said that it was because they felt unfamiliar with some words used by the writer. Then they also said it was better to understand the lesson with their own language (Indonesian). Finally they also said that sometimes the writer spoke in a speed that they could not follow. In facing these three students, the writer told them that it was okay to ask anything related to the lesson and vocabulary the writer used during the explanation if they did not understand. They could interrupt him in the middle of his explanation and they did so. In the last month of the research, the writer found that those three students could improve their listening ability and also got new vocabulary expressions they had never got before. One of them whose name was Denny said that he began to get used to spoken English and he felt more confident if he had to hear any spoke English such as songs and news. Through the use of theater to teach listening, the students would always understand any English movie or music although it had no subtitle although they could not follow the native speakers' speech rate perfectly.

In conclusion, theater had brought positive effects towards the students' speaking and listening skills both technically and psychologically. It was shown by the students' improvements in pronunciation including stressing and intonation, ability in following native speakers' speech speed, differentiating distinctive sounds, and also having self-esteem to use English orally. Therefore, it could be considered that theater as a teaching technique worked well with the students' speaking and listening skills.

In overall, all kinds of improvements above influenced one to another. The reason why the writer said so was by having more courage to use spoken English, the writer could find his students' mistakes of pronunciation including intonation and stressing, and then fixed

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

them. Previously, as it had been explained before, the writer's students had less confidence in using spoken English. This situation had made the writer faced difficulties to check and correct their language. By having more courage to use English orally, the situation had changed greatly. After the use of theater as a teaching technique, the writer found it was easier to know his students' mistake and because of it, he could fix them and his students' speaking skills improved progressively.

Furthermore, because they got more vocabulary and the better pronunciation of each word they needed, the students got more courage each day. Now, they even faced less difficulty in facing any speaking assignment from their English teachers (now they are in the third grade of senior high school and are taught by a different teacher). As what Mr. Ronny (senior English teacher) said to the writer, "I am surprised when the students do the speaking assignment from me. I asked them to make a short drama which used all language functions that had been taught in one semester. I found that they could do it well. It seems that they are used to spoken language. Furthermore, I also find that it is easier to teach them in English. I do not have to translate everything in Indonesian except for some words that are really new for them. I did not have to re-play the recording used for listening too many times. I just played it twice and it finished. I believe that your method works well although it needs a long time and you have to struggle hard to achieve it." He also said that lately, besides improving speaking and listening skills, the students could work together in a group. They knew their own responsibility and could do the assignment on time although some of them still faced some difficulties with it. Those situations above showed that theater as teaching technique not only improved both speaking and listening skills but also brought another improvement such as how to work in group well.

CONCLUSION AND SUGGESTION

Theater as a teaching technique can be used to solve some problems in speaking and listening that has been faced by the writer's students and brings some improvements in both skills towards the students as it has been shown by previous researchers such as Malley, Duff (1978) and Wessels (1987). Through this research, the writer shows that theater can solve the students' problems since it brings some effective effects such as enhancing students' pronunciation, grammar, and also diction. Besides that, it also helps the students to enhance their confidence to use oral language more. Finally, theater helps the students to be able to work in team and decreases the gap that happens among the students.

¹ Dosen Bahasa Inggris di Fakultas Bahasa dan Sastra Inggris Universitas Widya Kartika Surabaya

In the matter of pronunciation, theater gives the students more time to practice their pronunciation, especially dealing with the dialogues used in the performance. Dialogues are the most important thing in theater performance. Through these dialogues, the students practice their pronunciation based on the words used in the script. In the beginning, the students did not know whether their pronunciation was right or wrong since they did not have much time to speak in English. Furthermore, theater has helped the students to speak grammatically. It means that although theater may use daily life expressions such as jargon and idioms that can be considered as grammatically informal, it still pays attention to grammar. The grammar in a theater script can be in form of the use of present tense to show fact or daily activity done by the players, the use of past to show some activities done by the players in the past, or present perfect tense to show whether an activity has been done or not yet.

The third theater gives more vocabulary expressions, which also means that it enhances the students' diction when they have to use spoken or written language. Theater has trained the students to use words based on its context. Besides, more vocabulary expressions can also mean more word choices to be used in speaking. Finally, the biggest improvement theater may bring to the students is enhancing the students' confidence in expressing their ideas through oral communication skills.

Based on the facts above, the writer suggests that theater can be regarded as one of the useful techniques in teaching English especially to teach speaking and listening since this technique mainly train these two skills in an enjoyable way both for students and teachers. Besides that, he also suggests the readers to apply this technique in speaking and listening class since besides it gives opportunity for students to speak and listen more, it also provides students with real-life situation so that the students can practice to use their speaking and listening ability based on the real situation. In addition, based on the writer's observation which had been explained before, the use of theater in teaching will be more successfully done if the topics are chosen based on the students' interests.

BIBLIOGRAPHY

Baumfield, V., Hall, E., & Wall, K. (2008). *Action research in the classroom*. London: SAGE Publications Ltd.

Burkart, G. S. (1998). *Modules for the professional preparation of teaching assistants in foreign languages: Spoken language: What it is and how to teach it*. Washington, DC: Center for Applied Linguistics.

Erlandson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry*. California: SAGE Publications, Inc.

Farmer, D. (2008). *Drama resource: Website of teaching using theater*.
www.dramaresource.com.

Holman, C. H. (1972). *A handbook to literature*. New York: Macmillan.

Strauss, A., & Corbin, J. (1990). *Basic of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications, Inc.

Using drama texts in the classroom. Retrieved on August 7, 2010 from BBC's website.
British Council, 10 Spring Gardens, London SW1A 2BN, UK.

Using plays in the language class. Retrieved on August, 7, 2010 from BBC's website. British Council, 10 Spring Gardens, London SW1A 2BN, UK.