

**ENHANCING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING
COMPETENCE THROUGH A DRAMA PROJECT**

A THESIS

Submitted in partial fulfilment for Magister's degree in English Language Education
Study Program



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APPROVAL PAGE

A Thesis

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MENINGKATKAN KOMPETENSI BERBICARA SISWA SEKOLAH MENENGAH PERTAMA MELALUI PROYEK DRAMA

Abstrak

Penelitian ini dimotivasi oleh tantangan yang dihadapi oleh siswa sekolah menengah pertama dalam mencapai kemampuan berbicara bahasa Inggris yang masih kurang, termasuk masalah kepercayaan diri yang rendah untuk berbicara bahasa Inggris, kefasihan yang terbatas, dan kesulitan pelafalan. Penelitian ini mengeksplorasi penggunaan Pembelajaran Berbasis Proyek melalui proyek drama untuk meningkatkan kompetensi berbicara bahasa Inggris siswa sekolah menengah pertama, terutama dalam aspek pengucapan dan kefasihan. Dengan menggunakan desain studi kasus kualitatif, penelitian ini melibatkan siswa dari sekolah menengah pertama yang berpartisipasi dalam proyek drama selama beberapa minggu. Data dikumpulkan melalui observasi kelas, wawancara, dan penilaian kinerja siswa. Hasil penelitian ini menunjukkan bahwa siswa dengan nilai pre-test yang lebih rendah menunjukkan kemajuan yang paling signifikan, yang mencapai peningkatan sebesar 50%. Sebaliknya, siswa dengan nilai awal yang lebih tinggi, menunjukkan kemajuan yang minimal, dengan peningkatan 0% hingga 6,25%. Hal ini menunjukkan bahwa siswa yang memulai dengan tingkat kemahiran yang lebih rendah memiliki ruang yang lebih besar untuk peningkatan. Analisis pelafalan dan kefasihan berdasarkan kinerja siswa menunjukkan bahwa siswa yang berprestasi tinggi (Nilai Post-Test: 85-90) menunjukkan pelafalan dan kefasihan yang lebih baik dibandingkan dengan teman sebayanya. Para siswa ini menunjukkan intonasi yang konsisten dan membuat kesalahan yang minimal, seperti kesalahan kecil pada bunyi konsonan akhir. Siswa yang berprestasi sedang (Nilai Post-Test: 75-80) menunjukkan kefasihan yang baik, tetapi menghadapi tantangan dengan aspek pengucapan tertentu, terutama vokal panjang dan pendek. Sementara itu, siswa yang berprestasi rendah (Nilai Post-Test: Di bawah 70) mengalami kesulitan yang signifikan dalam pengucapan dan kelancaran. Para siswa ini sering melakukan kesalahan dalam mengucapkan kombinasi vokal-konsonan dan mengalami jeda yang lama saat berbicara, yang menunjukkan kurangnya kepercayaan diri dan keakraban dengan bahasa tersebut. Temuan ini mengungkapkan bahwa proyek drama akan meningkatkan pengucapan dan kefasihan siswa dalam bahasa Inggris sekaligus menumbuhkan kepercayaan diri yang lebih besar dalam berbicara di depan umum. Sifat kolaboratif dan kreatif dari PBL memotivasi siswa untuk terlibat secara aktif dalam proses pembelajaran, selaras dengan penelitian sebelumnya yang menyoroti manfaat drama dalam meningkatkan kemampuan bahasa dan mengurangi kecemasan siswa. PBL juga menekankan nilai untuk menumbuhkan otonomi, kolaborasi, dan kreativitas siswa di dalam kelas.

Kata kunci: proyek drama, pembelajaran bahasa Inggris, siswa sekolah menengah pertama, kefasihan, Pembelajaran Berbasis Proyek, pelafalan, kompetensi berbicara

ENHANCING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING COMPETENCE THROUGH A DRAMA PROJECT

Abstract

The research was motivated by the observed challenges faced by junior high school students in achieving proficient speaking skills in English, including issues of low confidence to speak English, limited fluency, and pronunciation difficulties. This study explores the use of Project-Based Learning through a drama project to enhance junior high school students' English-speaking competence, particularly in pronunciation and fluency aspects. Employing a qualitative case study design, the research involved students from a junior high school participating in a drama project over several weeks. Data were collected through classroom observations, interviews, and student performance assessments. This study results showed that students with lower pre-test scores demonstrated the most significant progress, who achieved a 50% enhancement. In contrast, students with higher initial scores, showed minimal progress, with increases of 0% to 6.25%. This indicates that students starting with lower proficiency levels had greater room for enhancement. The analysis of pronunciation and fluency based on student performance reveals high achievers (Post-Test Score: 85-90) demonstrated better pronunciation and fluency compared to their peers. These students displayed consistent intonation and made minimal errors, such as minor mistakes in final consonant sounds. The moderate achievers (Post-Test Score: 75-80) exhibited good fluency but faced challenges with specific pronunciation aspects, particularly long and short vowels. Meanwhile, low achievers (Post-Test Score: Below 70) struggled significantly with both pronunciation and fluency. These students frequently made errors in pronouncing vowel-consonant combinations and experienced long pauses while speaking, suggesting a lack of confidence and familiarity with the language. The findings reveal that the drama project would enhance students' pronunciation and fluency in English while fostering greater confidence in public speaking. The collaborative and creative nature of PBL motivated students to engage actively in the learning process, aligning with previous studies highlighting the benefits of drama in enhancing language skills and reducing learner anxiety. It also emphasizes the value of fostering student autonomy, collaboration, and creativity within the classroom.

Keywords: drama project, English learning, junior high school students, fluency, Project-Based Learning, pronunciation, speaking competence,

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