THE IMPLEMENTATION OF "RADIO DRAMA" IN TEACHING SPEAKING AT EIGHTH GRADE OF SMP NEGERI 5 SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.pd) in Teaching English

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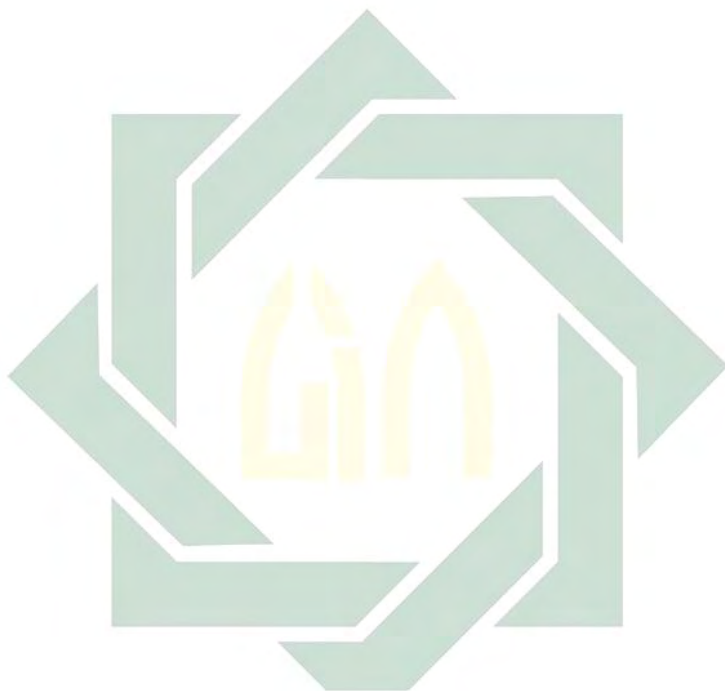Surabaya, 18 Desember 2020

Penulis

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ABSTRACT

Hanifah, Nurul Umami. (2020). *The Implementation of "Radio Drama" in Teaching Speaking at Eighth Grade of SMP Negeri 5 Surabaya.* A Thesis. English Language Education Department, Faculty of Education and Teacher Training. Universitas Islam Negeri Sunan Ampel Surabaya. Advisors : Drs. Muhtarom, M.Ed. Grad. Dip. TESOL and Hilda Izzati Madjid, M.A.

Key Words : *Implementation of "Radio Drama", Teaching Speaking, Speaking Fluency*

This thesis was aimed to describe the activity when teacher implemented "Radio Drama" in teaching speaking and find out the student's speaking fluency using "Radio Drama" as media to practice student's speaking skill. In this research, the researcher used descriptive qualitative method. To collect the data, the researcher used observation, while the research instrument that the researcher used is field notes and audio recording. Field note was used to collect the data during the observation of the implementation of "Radio Drama" in teaching speaking at eighth grade of SMPN 5 Surabaya by the English teacher. The audio recording was used to collect the data when students practice their speaking fluency with performing "Radio Drama" in front of the class. The subject of this study are the English teacher and the students of VIII-G class in SMPN 5 Surabaya. The result of this study showed the implementation of "Radio Drama" done by the English teacher and the effect of "Radio Drama" for students' speaking fluency was taken by the researcher when students perform their "Radio Drama". Another result that researcher have discovered is, teacher used seven ways to implement "Radio Drama" to teach speaking in the class, those seven ways are: provide an opportunity to make students practice by make a collaborative activity, using the various ways to make students participated, reduce teacher speaking, motivate students by giving a positive comments, give comments after students' peformance, circulate around the classroom to checked students, provide the vocabulary that students need. The implementation of "Radio Drama" was done by doing the student's performance after they discussed and learn together with their group to check students' speaking fluency. While students

perform "Radio Drama" the researcher record their voice to get the data. From the result of students' speaking performance the researcher get the result that students are able to use the variation of vocabulary and expressions, the students also able to communicates effectively during their discussion, presentation, and performance in front of class, unfortunately the students can't control their hesitation when they speak.

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ABSTRAK

Hanifah, Nurul Umami. (2020). *The Implementation of "Radio Drama" in Teaching Speaking at Eighth Grade of SMP Negeri 5 Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.Ed. Grad. Dip TESOL and Hilda Izzati Madjid, MA.

Kata Kunci: *Implementasi "Radio Drama', Pengajaran Berbicara, Kelancaran Berbicara*

Tesis ini bertujuan untuk mendeskripsikan aktifitas saat guru menerapkan "Radio Drama" dalam pengajara berbicara dan mengetahui kelancaran berbicara siswa menggunakan "Radio Drama" sebagai media untuk melatih kemampuan berbicara siswa. Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif. Untuk mengumpulkan data, peneliti menggunakan observasi, sementara itu instrumen penelitian yang digunakan oleh peneliti adalah catatan lapangan dan rekaman audio. Catatan lapangan digunakan untuk mengumpulkan data pada saat observasi mengenai penerapan "Radio Drama" dalam pengajaran berbicara di kelas delapan SMP Negeri 5 Surabaya oleh guru bahasa Inggris. Rekaman audio digunakan untuk mengumpulkan data pada saat siswa mempraktekkan kelancaran berbicara mereka dengan menampilkan "Radio Drama" di depan kelas. Subjek untuk penelitian ini adalah guru bahasa Inggris dan siswa kelas VIII-G di SMP Negeri 5 Surabaya. Temuan dari penelitian ini menunjukkan penerapan "Radio Drama" yang telah dilakukan oleh guru bahasa Inggris dan efek dari "Radio Drama" kepada kelancaran berbicara siswa yang diambil oleh peneliti pada saat siswa menampilkan "Radio Drama" mereka. Temuan lain yang ditemukan oleh peneliti adalah, guru menggunakan tujuh cara dalam menerapkan "Radio Drama" untuk mengajari kemampuan berbicara, tujuh cara tersebut adalah: memberikan kesempatan agar siswa melatih kemampuan berbicara dengan menggunakan aktifitas kolaborasi, menggunakan berbagai cara agar siswa ikut berpartisipasi, mengurangi guru berbicara, memotivasi siswa dengan memberikan komentar positif, memberikan komentar setelah penampilan siswa, berkeliling kelas untuk memeriksa

siswa, menyediakan kosa kata yang dibutuhkan siswa. Penerapan "Radio Drama" yang dilakukan oleh siswa setelah berdiskusi dan belajar bersama dengan kelompok mereka. Sementara, siswa menampilkan "Radio Drama" mereka peneliti merekam suara mereka untuk mendapatkan data. Berdasarkan penampilan berbicara siswa, dapat diketahui bahwa siswa telah berhasil memilih beragam kosa kata dan ekspresi, siswa juga mampu untuk berkomunikasi secara efektif pada saat diskusi, presentasi dan penampilan mereka di depan kelas, tetapi siswa masih belum mampu mengontrol jeda pada saat mereka berbicara.
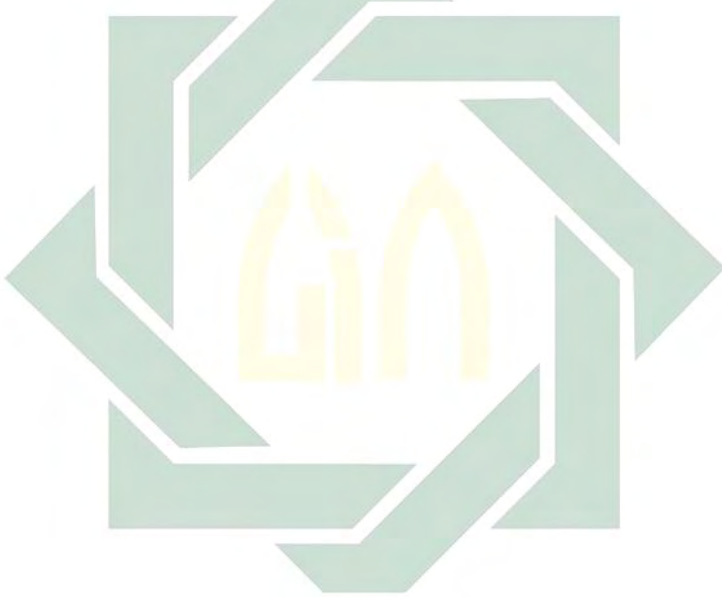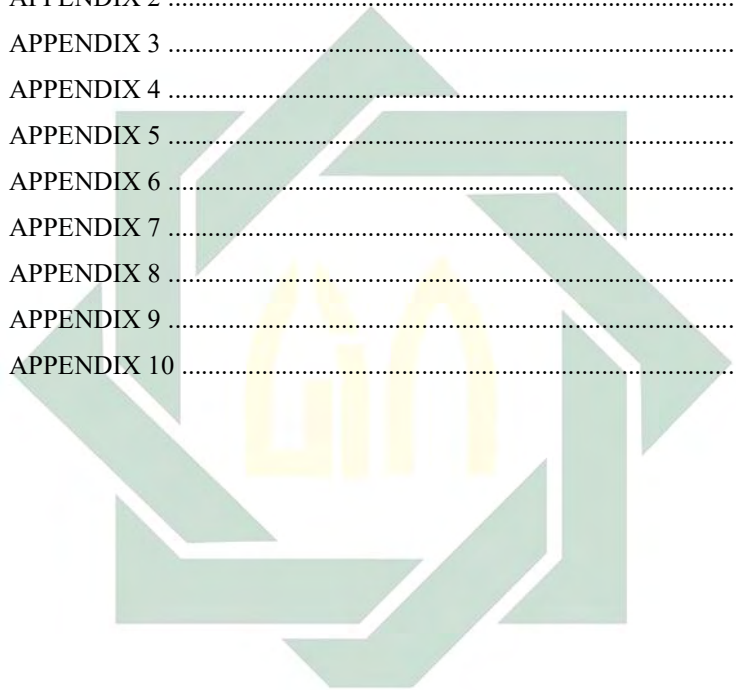
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CHAPTER I

INTRODUCTION

The purpose of this research is to find how the implementation of "Radio Drama" in teaching speaking to the eighth grade of SMP Negeri 5 Surabaya. Therefore, in the first chapter researcher present an overview related with the research background, which is explain the researcher conducts with the study. In this chapter present a brief explanation to readers related with the importance points of this research, research question, object of the research, significance of the research, scope and limitation of the research, and the last is definition of key terms are describe below to avoid misunderstanding of the terms for readers.

A. **Background Of The Study**

One of the skill that used as a measurement for the students' success or failure in learning English is speaking. It is because speaking skill is one of the basic skills that students need to learn. However, other skills in English language range, such as: listening, reading, and writing who need to learn together.[1] Through speaking people are able to expressing their thougths, ideas, and emotions orally. Based on Richard and Renandya's statement being able to interact in a language is essential.[2] It is understandable, because it is very important to involve more than one skill to be able interact with other speakers. Even the fluency aspect in speaking is very important for teacher and student. Richard and Renandya stated that it is difficult for English foreign learners especially the adults to speak in target language fluently and appropriately.[3]

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[1]Oradee, T. *Developing speakingskills using three communicativeActivities (discussion, problem solving, and role playing).* InternationalJournal of Social Science and Humanity. Vol.02 No.06. Winter. 2012. P. 533

[2]J.C, Richards and W.A, Renandya, *Methodology in Language Teaching: An anthology of current practice*, (Cambridge: Cambridge university press, 2002), p. 208

[3]J.C, Richards and W.A, Renandya, *Methodology in Language Teaching: An anthology of current practice*, (Cambridge: Cambridge university press, 2002), p. 208

1

However, O'Malley and Pierce states that there are four criteria to find out students' speaking fluency, those are: the using of variation of vocabulary and expressions during their speech, speaks smoothly with little hesitation that does not interfere with communication, stays on task and communicates effectively, and communicates competently in social and classroom setting: understand classroom discussion without difficulty.[4]

In Indonesia English language is become an important subject, it is because English is tested in national exams in Indonesia, or usually called *UNAS (Ujian Nasional)*. As a result, students in Indonesia need to learn English in their school. Unfortunately, it has been known that the middle school students in Indonesia find many difficulties to deliver their idea with oral skill. Rather than being active during teaching and learning process students are prefer to be silent. It is because they feel shy or difficult to deliver their thought. Sometimes, students also feeling confused about the material explained by the English teacher, but they are shy if they have tospeak and ask the teacher. The situation can be worse if the material given by the teacher is boring.

During PPL activities the researcher found a phenomena that there are many students who actually understand English, but they cannot speak. This phenomena also happened in SMP Negeri 5 Surabaya. In SMP Negeri 5 there is a program called one day English, this activity intend to make the students practice their speaking skill in the real situation. But, it is not really effective to help students manage their shyness. Another aspect which makes researcher interested is, in this school have a Story telling club, which makes the researcher more curious on how the teacher teach speaking to the students and what is the tools that can help students to practice their speaking skill. Apparently,

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[4]O'Malley, M., Pierce, L., Authentic Assessment for English Language Learners: Practical Approaches for Teachers(Longman,1996). Dikutip dari Aulya Hadi Pusparini, "Utilizing "Time Pie" To Teach Speaking Of Daily Activities To The Eight Graders Of SMP Negeri 46 Surabaya" (Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Surabaya, 2015) p. 12.

teacher used "Radio Drama" as media to make students practice their oral skill and help teacher to teach speaking.

There are various activity included in "Radio Drama". The activities like discussing, presenting the result of discussion, rehearsal before perform, and role-play are included in "Radio Drama". Dedi suhandi stated that through role-play students are able to improve the quality of student's speaking skill it is shown from the scatter of the frequency to asses students' speaking skill from the aspects of pronunciation, intonation, fluency, expression, and understanding of the content.[5] Maiullo also stated that through "Radio Drama" students will be more focuse to practicing their speaking, because in "Radio Drama" the audiences only listen to the words and sounds of the speakers without seeing anything.[6] Which is very beneficial to reduce students' stress and embarrassment.

In the previous research, Soleh, Supaman U, Herpratiwi stated that role-play is a simulation of behavior which played by other person, which aims to make the students practice in dealing with real situation; practice their language orally and provide opprtunities for students to build their communication skills.[7] Before ask the students to do a role-play it will be more felicitious for teacher to prepare a guidance as shangeetha found that guidance enabled students to speak in Engish, because the guidance gave them an idea of what to say and thus they did not have to think more about the structure.[8] For the intermediate students the teacher can ask the students to write their script and for beginner students the teacher can prepare their "Radio Drama" script as the guidance. In this research,the teacher have already prepared "Radio Drama" script for the students.

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[5] Dedi Suhandi, *The Application of the Role-play Drama Method to Improve Speaking Ability,* Jurnal Edukasi Khatulistiwa: Pembelajaran Bahasa dan Sastra Indonesia, Vol. 01. No. 01, Rain, 2018, 87

[6] *Ibid,* 17

[7] Soleh. M, Suparman. U, Herpratiwi, "*Learning Speaking with Role-play Metod Using Narative Text in las XI Students of SMA Negri 1 Kotabumi, North Lampung",* Jurnal Teknologi Informasi Komunikasi Pendidikan,Vol. 02, No. 02, 2014, p. 03

[8] *Shangeetha Rajah Kumaran, "Benefits and Shortcomings of Role-lay as a Speaking Activity in English Language Classrom, The English Teacher, Vol. 39, No. 04, 2010, P. 78*

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Furthermore, Maiullo on his research found that teacher also ask the students to write before performing their "Radio Drama" which with this activities can hone the student's writing skill. It also make the student's more active and creative. According to the purpose of implementation of "Radio Drama" that the students will be become an active students and not merely reciters.[9]

Moreover, it is very important for teacher to make the students practice their speaking skill. According to the Brown statements, the teacher should create a warm situation, embracing atmosphere which can encourage students to speak and practice their speaking skill.[10] However the students should make an effort to speak. It is important for teacher to make a comfortable situations to help students practicing their speaking fluency. Another important point that teacher need is find suitable medium which can help teacher to teaching speaking. Achsin defines teaching medium is teaching aid that help teacher to arrange the condition of students while students are acquiring knowledge, skills, and attitudes.[11] The medium can include persons, materials, equipments, or events. What has to be considered when choosing a medium is the medium can be applied in the teaching and learning process that it is suitable for the lesson or material. In "Radio Drama" the students can practice their speaking skills in a low-stress environment.[12]

In this study, the researcher would like to analyze "Radio Drama" as a medium to teach speaking to facilitate students to practice students speaking fluency. The researcher expects that this medium can helps students of the second year at SMP Negeri

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[9] Jonathan Maiullo, "*Radio Drama for Speaking Practice*". English Teaching Forum. Vol. 56. No. 2, Spring, 2018,16

[10] Brown H Douglass, *Teaching By Pinciples: An Interactive Approach to Language Pedagogy (California*: Prentice Hall Regents, 1994) p. 269.

[11] Achsin, A, *Media Belajar,*(RinekaCipta, Jakarta, 1986). Dikutip dari Aulya Hadi Pusparini, "Utilizing "Time Pie" To Teach Speaking Of Daily Activities to the Eight Graders of SMP Negeri 46 Surabaya", (Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni. Unesa, 2015)

[12] Jonathan Maiullo, "*Radio Drama for Speaking Practice*". English Teaching Forum. Vol. 56. No. 2, Spring, 2018, p. 25.

5 Surabaya to be active in teaching and learning process. It is also expected to make the students speak English well after using "Radio Drama". Here, in this research the researcher conducts the research under the title 'The Implementation of "Radio Drama" to Teach Speaking at Eighth Grade of SMP Negeri 5 Surabaya.

B.   **Research Question**

From the description of background study above, the researcher has formulated two research questions, as follow:

1.   How the teacher implement "Radio Drama" in teaching speaking to the eighth graders of SMPN 5 Surabaya?

2.   How the students' speaking fluency when using "Radio Drama" as media to practice students' speaking skill?

C.   **Objective Of The Research**

The objective of the research is to find and answer the research questions. Based on the research questions above, the objective of the research are :

1.   To describe the activity when teacher implemented "Radio Drama" to teaching speaking to the eighth grade of SMPN 5 Surabaya

2.   To find out the students' speaking fluency using "Radio Drama" as media to practice student's speaking skill.

D.   **Significance Of The Research**

The researcher sure that the present study is important. These advantages is not only important for teacher, but also for students and people who read this research. Below the researcher explain the expected of the advantages in conducting this research:

1.   For the teacher, The teachers can vary their teaching media with this additional medium that will be explained in the next chapter. If teacher fail with the previous medium that they

used, they can try "Radio Drama" to be applied to teach speaking to the eighth graders.

2. For the students, they are expected to be able to practice their speaking more easily after this study applied in their learning and process activity. Not only that, but also this medium is expected to make the students feeling comfort while practicing their speaking skill in fun activities. No more students will be shy again when they should practice their oral skill.

E. **Scope and Limitation Of The Research**

The researcher makes the limitation of the research by focusing on the implementation of "Radio Drama" to teach speaking to the eighth grade of SMP Negeri 5 Surabaya. The researcher also concern about the implementation of "Radio Drama" to teach speaking which is done by the English teacher. To know whether the "Radio Drama" is the suitable media that can use to teach speaking, the researcher choose theory from Kayi to analyze it. The researcher also concern on how "Radio Drama" can help students improving their speaking skill, especially in fluency aspect.

F. **Definition Of Key Terms**

The researcher explained the definition of key terms related with the research to help readers understand some words or term that will be discussed in this research. Another purpose is, to make the same point of view between the researcher and the readers.

1. Radio Drama   : Based on the Miullo's statements "Radio Drama" is very beneficial to improve the speaking fluency ability by make the students created their own project drama with their group and performed their drama

just by showing their voice without forces to showing their visualization.[13]

In this research "Radio Drama" is defined as media or medium to make the students active and getting involved to practicing their speaking skill ability without feeling humiliated or shy by doing a role-play which the listeners only listen to the words and sounds from the speaker without seeing any visualization cues.

2. Speaking Skill   : Based on Brown's statements speaking skill is included in interactive process in developing a meaning, whichis means that the information will run smoothly if there are two or more than two speakers. The activities in speaking is producing the information from one or more than one speakers, receiving the information, and processing the information that the speaker get.[14]

In this research the researcher emphasize the speaking skill during students discussion and performing their "Radio Drama".

3. Teaching Speaking   : Activity by teacher which can help students to achieve the goals to increase students speaking ability, those are: students are able to produce the right speech and sound patterns of the second language (word, stress, intonation, and rhythm), students are able to select an appropriate words and sentence (social, audience, situation, and subject), students are able to use a language to share and express their idea, students are able to use a language as quick as possible with full of confidence and only have a few unnatural pauses which usually identified to the fluency speaker.[15]

In this research the resarcher focuses on how the teacher implemented "Radio Drama" in the class to teach

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[13]Jonathan Maiullo, "*Radio Drama for Speaking Practice*". English Teaching Forum. Vol. 56. No. 2, Spring, 2018, 17

[14]Brown, H. Douglas, *Language Assessment Principles and Classroom Practice (*New York: Pearson Education, 2004) p.140.

[15]Nunnan, D, *Practice English Language Teaching* (Newyork: McGraw-Hill, 2003) p.55.

speaking, especially in the fluency aspect which the students can speak and share their idea smoothly with little hesitation or pauses.

4. Speaking Fluency : Fluency is the extent of speaking which the speaker can speak at an acceptable speed with few false starts and hesitation.[16]

In this research to measure the fluency of students, the researcher studied about the variation of vocabulary and expression used by student, the smoothness of student's speaking, the effectiveness of students's communication, and the ability of students to communicates competently in social and classroom setting.

5. Teaching Media : Teaching media is the media or medium that contained of the instructional goals and purpose such as, message or information of the learning material.[17]

In this research, "Radio Drama" is used as a teaching media that have a purpose to help teacher to teaching speaking and help students to practice their speaking skill.

6. Role-play : Role-play is one of the learning activity which has a wide scope of human-relation skills that can be applied in the classroom. It can used by the teacher to teach a social relation and social interaction between people and very flexible to apply it require students creativity and imagination to perform and practice their skill in a fun way.[18]

In this research, role-play is used as one of the activity in "Radio Drama" to help students practicing their skill and help students to build their social skill with involving the students creativity.

7. Implementation : Implementation is a process in the aplication of a new innovation, variation of idea or policy and practice it in the real action, which has an inpact in the

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[16]Nunnan, D, *Practice English Language Teaching (*New York: McGraw-Hill, 2003) p.55.
[17]Arsyad, Azhar, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2009) p.04.
[18] Mark , C,. Fox R, *Role-Playing Methods In The Classroom*, Chicago, Science Research Association, 1966, 5

form of students' knowledge, increasing skill, values, and attitude.[19]

In this research, the implementation is focusing on how the teacher implemented "Radio Drama" to teaching speaking in order to help students increasing their oral skill.

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[19] Departemen Pendidikan Nasional, *Tesaurus Alfabetis Bahasa Indonesia* (Bandung: Mizan, 2009) p. 246

CHAPTER II
REVIEW OF RELATED LITERATURE

In the second chapter of the research, researcher describe a brief explanation related with the theories and the literature of "Radio Drama", teaching speaking, speaking fluency and teaching media. Beside, the previous study which is conducted by the previous researcher related with this research are describe below.

A. Review Of Related Literature

In this part the researcher will provide a brief explanation related of teaching speaking, speaking fluency, and teaching media.

1. The Definition of Teaching Speaking

Before knowing about what teaching speaking is and what kinds of teaching media are, it will be better if the reader knows the definition of speaking itself. First of all, it is already known that speaking are included in one of the skill in the area of English language, while the remain skills are writing, reading, and listening. However, the statement from Scott and Ytreberg explained that speaking skill might be a skill which must require mostly to teach to the students.[20]

Another theory from experts about speaking skill is Brown. Brown stated in his book that speaking is defined as the interactive process with the intention of developing the meaning[21], which in the process the speaker will be producing the information, receiving information from other speaker, and processing the information are involved in this skill. It is expected that the students can delivering the meaning through the words and speech by receiving the information that they get and producing the information. Brown's statement is supported by Nunan's

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[20] Scott, W., Ytreberg, *Teaching English to Children* (London: Longman, 1990) p. 33
[21] Brown H Douglass, *Teaching By Pinciples: An Interactive Approach to Language Pedagogy* (California: Prentice Hall Regents, 1994) p.269.

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statement, Nunan state that speaking is an instrument of acts, not only that, but he also states that someone is called as the successful learners in English if he/her can showing his/her English speaking ability throughout the conversation with other speaker using a proper language and words.[22]

Another point which is important to discuss is the reason speaking skill needed to be taught to the students. The researcher found that there are two main reasons that is explained by Nunan. First, there is transactional reason, in this reason speaking ability is needed to convey and express the information in order to get something done and facilitate exchanges of goods and services.[23] Second, interpersonal reason, speaking is needed to maintain a good relationship among people and this reason is related with social purpose.[24] This is related to the activity which usually called by conversation, conversation activity itself is identical to social function.[25] Refers to those important things, students need an activity and a speaking rehearsal which can facilitate students to improve and practice their speaking skill under teacher guidance in the classroom.

Harmer stated that there are three main factors to get the students active speaking in the classroom. Those three main activities are:1) Chances to practice speaking in a safe way, 2) Chances to getting a feedback from teacher and other students, 3) Chances to activate the various elements of language.[26] Then, Thornburry stated that speaking is needed to complete and speaking is the way to complete it.[27] From the statement it can be concluded that the best way to acquire speaking skills is by doing a speaking activity which make a chance for students to practice their speaking skill.

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[22]Nunnan, D, *Task Based Language Teaching* (London: Cambridge Language Teaching Library, 2004) p.45.
[23]Nunnan, D, *Practice English Language Teaching* (New York: McGraw-Hill, 2003) p. 56
[24]*Ibid*, 56
[25]*Ibid*, 56
[26]Harmer, J, *How to Teaching Speaking* (New York: Pearson Education, 2007) p. 123
[27]Thornburry Scott, *How to Teaching Speaking* (Londong: Longman, 2007) p. 56

There are five stage to teaching speaking skill and it can started from the basics. Based on Brown, the first stage is imitative, if the students are ready the teacher can started to teaching speaking by asking the students to following word, phrase, or sentence.[28] The second stage is the intensive, the activities in this stage are readingaloud a sentence, completing the dialogue, limited the picture-cued, and translating English language. In the second stage, the students considered the awareness of semantic properties.[29] The third stage is a responsive, in this stage students are given stimulus orally. The fourth stage is an interactive, the activities of this stage are almost same with the previous stage, the differences between both stages are in the length and the complexity of interaction. The fifth stage is extensive stage, the activities provide in the last stage is the students should perform their speaking ability in front of people. The activities included in this stage are speech, oral presentation, and storytelling.[30] The English teacher must follow these stages if they want to teach the speaking skills to their students, so the students can acquire oral skills completely.

However, Kayi also give idea on ways to teaching speaking for teacher: 1) Provide an opportunity for students to be able practice their target language by providing a rich environment that contains of collaborative work, authentic material and tasks, and shared knowledge, 2) Involve students to speak in every speaking activity, use the various ways to make students participated, 3) Reduce teacher speaking and increase students speaking, 4) Motivate students by giving a positive comments, 5) Give comments after students speak. Correction should not distract students from his/her speech, 6) Circulate around classroom to ensure that students are on the right track and see whether the students are need help while they work in group or pairs,

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[28]Brown H Douglass, *Language Assesment Principles and Classroom Practice* (New York: Pearson Education, 2004) p. 141
[29]*Ibid,* 141
[30]*Ibid,* 142

7) Provide the vocabulary beforehand that students need in speaking activities.[31]

2. The Component Of Speaking

Speaking skill becomes an important skill, because speaking skill is needed to communicate with people or make other speakers are easy to understand what other speaker thought. Before knowing more about speaking fluency, it is better to know the component of speaking. Based on Oller there are five components of speaking skill that needed for teacher to consider. Those five components are: the accents that used by the speaker, the grammatical features, the vocabulary choice by speaker, the fluency, and the comprehension about idea.[32]

Oller explained that the accents are refers to the pronunciation that is used by the speaker which can understood by other speaker. The wrong pronunciation can make other speakers difficult to understand the original ideas deliver by the speaker and it also effects to interfered the communication and it can caused misconception between speaker.[33] The students who choose to learn English language are expected to speaking using the right pronunciation as well as native speakers.

The second component which is important in speaking skill is a grammatical features. It is the same with the previous component, that the speaker who chooses the wrong grammatical structure in speaking can cause a misunderstanding between speakers in a certain communication.[34] That is the reason, students need to understand the grammatical structure.

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[31]Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. 12, No. 11, Winter, 2006, 1
[32]Oller, John W, *Language Test at School: Pragmatic Approach (*London: Longman, 1979) p. 321
[33]*Ibid*, 321
[34]*Ibid*, 322

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The third is vocabulary, vocabulary is refers to the word choice. The students who learn English language must be able to produce an accurate and comprehensive vocabulary. In this aspect the students are expected to have an ability to produce vocabulary as correct as an educated native speakers.[35]

The fourth component to be taken into consideration is fluency. Fluency components must also be concerned for the teacher to teach speaking ability. Oller started that the successful English teacher is the one who can teach their students to speak about the general topics as fluent as a native speakers.[36]

The last aspect is the comprehension component. The students who are called the successful speaker if they can understand the whole things, either in formal or informal communiction in educated native speaker discourse.[37]

The focus of this research is the fluency aspect which also included in those five aspects of the component of speaking above.

3.   **The Definition Of Speaking Fluency**
It has been known that teacher should create an embrace atmosphere which encouraged students to speak and practice their speaking skill. It has become the main requirement of modern teaching methodology that English teacher language should apply it in their class. In the English language speaking fluency is important and essencial targets to be learned, it is mean speaking with fluently is very important for the students speaker. The students who learn English as a foreign language are expected to mastering the speaking fluency skill, in other ways students must be able to establish the

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[35]*Ibid*, 320
[36]*Ibid*, 322
[37]*Ibid*, 322

communication with other speakers in the real situation and condition orally. The ability to communicates in the foreign language with other speakers fluently, clearly, and also efficiently has contribution for students' success on their future and school.

There are many experts contribute their idea about the definition of speaking fluency. Based on Nunnan's statements fluency is the extent of speaking, the indication is the speaker can speak the foreign language with an acceptable speed along with few starts, and hesitation.[38] While, based on Lade's statements speaking ability is the ability of someone to speaking fluently to express his/her idea using the right words.[39] Richard in his book give his idea about speaking fluency, he defined that speaking fluency as the features of speaking that give the speech produce by the speakers the qualities of being natural and normal. it is included in the native-like speakers; pausing during speaking, rhythm and intonation that the speaker used, stress, rate of speaking, and using interjections and interruptions during speaking.[40]

Speaking fluency skill is also considered as delivering the information in a normal speed without using words that indicate the awkward situation, exchanging the ideas clearly and in understandable way, the last using a simple words to make the listeners easily to getting the information and understand.[41] It means that the speaker conveys messages naturally in a normal way to make the listeners understand. Based on Skehan's fluency defined as the ability of the speakers to speech at a normal speed without pausing.[42] The last theory from

[38]Nunnan, D, *Practice English Language Teaching (*New York: McGraw-Hill, 2003) p. 55

[39]Lado, R, *Linguistic Across Cultures: Applied Linguistic for Language Teachers* (Michigan: University Michigan Press, 1961) p.240

[40]Richards, J.C and Willy A.R, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002) p. 204

[41]Zhang, Y, *Reading to speak: Integrating Oral Communication Skills*, English Teaching Forum, Vol. 47, No. 01, Spring, 2009, 33

[42]Skehan, P, *Modeling Second Language Performance: Integrating Complexity, Accuracy, Fluency, and Lexis*, Applied Linguistic, No. 30, Vol. 04, Winter, 510-532

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Nation and Newton fluency is consider as the comprehension and the unity of the speakers to delivering the messages.[43]

4. **Analyzing Students Speaking Fluency**

The researcher found that there are four aspects to analyze students' speaking fluency. Based on O'Malley and pierce there are four aspects that will be explained below:

a. **Uses a variety of vocabulary and expressions**

This aspect is focusing on how students used the variation of vocabulary during students' speech. Vocabulary have an important roles in students' English learning. Not only that, but also vocabulary is an essencial skill for learning to listen, read, write, and speak. Without learning vocabulary, students cannot communicate and express their feeling properly.

The more students can mastering vocabulary, the more they can listen, read, write, and speak as much as they want. Wilkin states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[44] It is means that even though someone have a good grammar, but if they do not know the vocabularies it will be useless. This statement is supported by Ur that vocabulary is one of the important things to be taught in learning foreign language, because it will be impossible to speak up without using variety of words.[45] Both statements are imply the importance of teaching vocabulary in learning foreign language.

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[43]Nation, I.S.P and Newton, J, *Teaching EL/EFL Listening and Speaking. ESL & Applied Linguistic Professional Series*. (London: Routledge Taylor & Francis Group, 2009) p. 151
[44]Wilkins, D. *Linguistics in language teaching*. (London: Arnold, 1972) p. 111-112
[45] Ur, Penny. *A Course in Language Teaching, Practice and Theory*.(Cambridge: Cambridge University Press . 1996). P. 60

Moreover, Wallace states that being able to find the words you need to express yourself is the most frustrating experience in speaking another language.[46] In this case, it is very important for teacher to let the students increasing the variation of students' vocabulary by let the students practice their skill.

b. **Speaks smoothly, with little hesitation that does not interfere with communication**

Based on Brown, fluency is the ability to process language easily and quality or condition of the person to speak language easily and well. Fluency also defined as the smoothness of flow with which sounds, sylabels, words, and phrases are joined together when speaking.[47] It is means that speaker can easily speak without being interrupt with pauses.

This statements is supported by Haris, fluency is defined as the ability to speak fluently and accurately, which the speaker can speak easily, reasonably quickly, and without having to stop and pause a lot.[48] Teacher should make the students practice their speaking skill to improve the students' speaking fluency by held an activity that can encourage students to speak and help students to practice their skill.

c. **Stays on task and communicates effectively**

Rivers states in Erwandi what students need to earn their skill in the target language is the skill to use the language in acts of communication, because speaking is a complex skill and it need more time for students to mastering it especially

[46] Wallace, M. Teaching vocabulary. (London: Heinemann. . 1982). P. 9

[47] H. Douglas Brown. Language Assessment: Principles and Classroom Practice. (New York: Pearson Education. 2004). P. 172-173

[48] David P. Haris. *Testing English As A Second Language*. (New York: MC. Graw Hill Book Company. 1974). P. 81

for the foreign language students.[49] In other words, learning to speak in the foreign language will be facilitated if the students can communicates effectively. Because, if the students want to learn speaking, they have to speak. Therefore, teacher should make a warm atmosphere and embrace situation which can encourage students to speak and communicates.[50]

Based on those statements above it is very important for teacher to make or find an activity which can help students to practice their speaking skill without being shy or being afraid to humiliated by other people.

d. **Communicates competently in social and classroom setting: Understand classroom discussion without difficulty**

The use of design classroom activities that involve guidance to help students practice their speaking skill can make the students easier to develop their idea and to speak in front of the class.[51] The activities should be related in both transactional and interactional aspect that is needed by the students.[52] It is done to make the students are completely improve their speaking skill and make the students easily understand the classroom discussion.

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[49]Erwadi. A Study on Effectiveness of Using Picture in Teaching Speaking at SLPTN 6 Pekanbaru. (Pekanbaru: Unpublished Thesis, 2004). P. 7
[50]Brown H Douglass, *Teaching By Principles: An Interactive Approach to Language Pedagogy (California*: Prentice Hall Regents, 1994) p. 269
[51]Siti Surinah Harahap. An Analysis On Students' Speaking Skill At Second Grade SMP 8 Rambah Hilir. (Riau: University of Pasir Pengaraian, 2015). p. 4.
[52]Siti Surinah Harahap. An Analysis On Students' Speaking Skill At Second Grade SMP 8 Rambah Hilir. (Riau: University of Pasir Pengaraian, 2015). p. 4.

5.   **The Elements of Students' Speaking Fluency**

Based on Nunan's statements fluency is the extent of speaking, the indication is the speaker can speak the foreign language with an acceptable speed along with few starts and hesitation.[53] From the Nunan's statements the researcher found the components of speaking fluency are the time which is filled with the speech of the speaker, the speaker doesn't have pauses, the speech of speaker is filled with pauses.

Second statements are from Koponen and Riggenbech. They said that in the language assessment aspect fluency is consider as the comparison between unity of the speaker and the fluency of the speaker in delivering a speech. Those statements from Koponen and Riggenbech make fluency become the most important aspect in speaking skill class to learn by students. Not only that, but they also classified fluency in four points.

The first is defined as the smoothness of speech, which is including in the thinking of fluency this aspect based on the temporary of the speech, phonetic aspects used by speaker, and the acoustical features during speech.

The second fluency is defined as the competency and the element proficiency in speaking, and the 'smoothness' of speakers' speech is consider as the most important element in fluency.[54]

The third, fluency is explained as the 'automaticity of psychological process' which is mean it is concerned about how the psychological learning of students can help them to increase students' fluency skill.[55]

The fourth fluency defined as the opposed to accuracy, the main point of the fourth definition of fluency is the differences between the accuration of speech, which the focus of the students only n the

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[53]Nunnan, D, *Practice English Language Teaching (*New York: McGraw-Hill, 2003) p. 55
[54]Koponen, M & Riggenbach, H, *Overview: Varying Perspective On Fluency* (Ann Arbor: University of Michigan Press, 2000) p. 08
[55]*Ibid, 08*

language process and delivering their speech with fluently.[56]

Hidayat and Herawati describe the measurement of fluency into three kinds, those are: speed, pausing, and time to speak.[57] While, there are three characteristics of speaking fluency, 1) Language process in a real time and action, it has the meaning that speaker can easily speak without need much time to think, 2) The speaker who already fluent does not need attention from other speaker when he/she is using a fluent language, 3) Fluency is not only about speak, it also requires speaker's knowledge about the language.

Based on all the definitions above the researcher get the conclusion that the elements of fluency are speakers can speak with smoothness, and the right starts to speak without hesitation or pauses during speaker's speech.

6. **Teaching Media**

Teacher usually used a media or teaching media to help him/her delivering the material in the teaching and learning process. Not only can help teacher delivering the material and information to the students, but also teaching media can make the process of teaching and learning more interesting and effective.

a. **Definition Of Teaching Media**

In general teaching media or teaching medium is defined as a tools that used by the teacher to help him/her delivering teaching material. Not only that, but also teaching media can help teacher and students to reach certain goals. Here researcher provides some definition of teaching media by the experts.

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[56]*Ibid, 08*
[57]Hidayat, N., & Herawati, A, Bachelor Thesis, An Analysis Factors Influencing Students' Speaking Fluency, 2012

Arsyad stated on his book teaching media is a media that contained of the information and instructional message of learning related with the material to the students.[58] Based on Arsyad's statement it can be concluded that media means expressing the message and information to the students.

While, Harmer categorizes that the other things such as objects, pictures in the outside or inside classroom area can be used as media to present the material and help students getting involved in practicing their skills.[59] Related with Harmer's statement teacher, student, book, picture, video, and environment surrounding students are include in media.

There are two commons media that is mostly used by teacher now days, those are print media and electronic media. Print media is usually use when teachers want to offer good opportunities for the students to improve their reading and writing skill. Electronic media used when teacher want to improve students speaking and listening skills. Electronic media is also provide the teacher with excellent resources which can help the teacher to delivering the information.

The last Sands give his opinion related with teaching media, he stated that teacher also included in kinds of media which can bring the constructional process to deliver the messages or information to students.[60]

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[58]Arsyad, Azhar, *Media Pembelajaran* (Jakarta: RajawaliPers, 2009) p. 04
[59]Jeremy Harmer, *The Practice of Language Teaching (*Cambridge: Longman, 2007) p. 177
[60]Lester B. Sands*, Audio- Visual Procedures in Teaching* (New York: University of California, 1965) p.5

b. **Criteria For Choosing Teaching Media**

Choosing and selecting things to filter it out as teaching media is an important part that cannot be separated in curriculum planning and delivery in every school. Teachers need to consider some aspects in choosing teaching media. 1) The media that teacher used should be related with the curriculum and the programs on the departments framework standard, 2) Teacher should consider the students, it is means the media that used by a teacher must be relevant with the students, 3) The media should support the social activities for the students it is referred with the inclusive curriculum which helps students togain their awareness and gain their respectful relations with students' society, 4) The media should be able to give a motivation for the students to testing students' behavior and attitudes, 5) The media should be relevant with the target of students' age, 6) The media also should consider giving theopportunities for students to develop their critical capacities, 7) The media should be represent multiple views on all issues.[61]

Reiser and Dick sharing their idea discussing about principles in applying teaching media.[62] First, teaching media or instructional media should be practical.[63] It is means that teacher should considering the environment and the availability of teaching media that they choose. Another consideration is, whether the media that teacher use is easily acceptable in their environment, teacher also need to consider about time and money that they need to obtain the media.

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[61]Department of Education and Children"s Services,*Choosing and Using Teaching and Learning Materials* (Australia: The Government of South Australia, 2004) p. 10
[62]Robert A. Reiser and Walter Dick, Instructional Planning 2nd Ed. (USA: Allyn and Bacon, 1996) p. 69
[63]*Ibid*, 69

Second, instructional media should be in accordance with the characteristic of the students, because the students' perception of the media will affect students' learning.[64]

Third, instructional media should be an effective tool for the teacher to presenting a certain learning activity to the students.[65] The researcher conclude that teaching media that teacher use should be practical and available according to the environment to help the teacher and students activities in teaching and learning process.

Arsyad also gives his statement related to the some basic for electing teaching media, those criteria are: 1) Teaching media also called as hardware which is related with the human's physical. The object that can be seen, heard, and touched by human can be called as hardware, 2) After Physical, teaching media also has a non-physical meaning and called as software. The message from teacher to the students is one of a non-physical activities, or the information from hardware that deliver to the students, 3) The visual and audio is the important point of teaching media, 4) Teaching media is every tools that help teacher to to convey the materials in teaching and learning process, and it should acceptable in the inside and outside the classroom, 5) Teaching media also help teacher and students to communicate, 6) Teaching media can be used on a large scale. The large scale such as radio and television. Not only that, but also the medium should be able to use in a small group, such as : film, slides, video, and OHP, 7) Teaching media should be related to the forming of the student's attitude, such as students' behavior, students' organization, students' strategy, and management to apply the certain knowledge of the

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[64] *Ibid*, 69
[65] *Ibid*, 69

students.[66] Refers to the Arsyad statement, the conclusion is teaching media relates to the technique and method that help teacher in delivering the material, not only that teaching media also help teacher in the form of student social knowledge.

c. **Kinds Of Teaching Media**

From the explanation above teaching media include all the aids and tools that is used to achieve the target language by teacher and students. There are many kinds of teaching media that teacher may use. Teaching media can be divided into several classifications.

Mahajan divided media into seven categories.[67] Those seven categories are; First is graphic media, graphic media is included in any kind of printed media, the media included in this category are: books, diagrams, pictures, graphs, photographs, posters, maps, and charts. Second media is called as display media is usually presented in a board and give the information in a small range of group. The media included in this category are: pegboard, chalkboard, flannel board, and bulletin board. Third media is the medium that has a 3D shape or usually called as dimensional media. The media included in three-dimensional media are: models, objects, specimens, and puppets. Fourth is projected media, which is a kind of media that needs a projector to show the messages. Those media included in projector media are: slide show, film, video, tapes, and records. Fifth is audio media, which is the media that just can be heard. Those media include in audio media are: records, radio, gramaphones, audio, and

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[66]Arsyad, Azhar, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2009) p. 6-7
[67]Mahajan, Gouvrav, *"Multimedia in Teacher Education: Perceptions and Uses"*, Journal Education and Practice, ISSN 222-1735 (Paper) 2222-288X (Online) Vol. 3 No. 1, Winter 2012, 6-7

cassets. Sixth media is video media, video media is the combination between visual media and audio media. Those media include in video media are; television, CD, and computer. The last is activity media, which is media that require students to have an acting activities, such as: field trips, dramatization, demonstration, and role-playing.

While Sahid has classify teaching media into several groups explained below.[68] First visual media, the media that can showing the information by seen or read, such as: book, photo, picture, graphic, poster, diagram, and cartoon. Second is audio media, the media that only can be heard, such as; language laboratory, radio, tape recorder, and MP3 Player. Third is projected still media, the media that need a tools called projector to help teacher showing the information to students, which usually present in a no-motion picture or writing text. The example are; microfilm and power point slide.

Leishin in Arsyad has classify teaching media into four points.[69]

1) Human-based media, such as teacher, instructor, role play, group activity, and field trip,

2) Printed-based media, such as guideline, books, paper, and students' workbook,

3) Visual-based media, such as film, video, slide tape program, TV

4) Computer-based media, such as hypertext and interactive video

In this research, the researcher used all of the three theories above because refers to the all classifications, "Radio Drama" is included in three kinds media. Those media are: audio media by

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[68]Sahid, *Pengembangan Media PembelajaranBerbasis ICT* (Article), 2010, 3

[69]Arsyad, Azhar, *Media Pembelajaran* (Jakarta: Rajawali Press, 2009) p. 36

Sahid, activity media by Mahajan, and human-based media by Leishin. First, related with the purpose of "Radio Drama" based on Miullo state that in "Radio Drama', the audiences only focus on the audio sound and words from the speaker,[70] it is related with the theory of Sahid explained that audio media is media that just can be heard. While, "Radio Drama" is also included in activities media, because the students practice their speaking performance using role-play and performed their "Radio Drama" in front of the class with their friends. Mahajan stated that activity media is a media that can act some activity and role-play activity is used in "Radio Drama". The last, "Radio Drama" include in Human-based media, because as Leishin stated that teacher, role-play, and group activity are included in teaching media. In "Radio Drama" students mostly discussed with their group, they also prepared for their performance with their group and in the last meeting they performed their "Radio Drama" in front of the class with their friends, "Radio Drama" have all those aspects.[71]

B.   Previous Research Study

There are amount of researcher that has been conducted in order discussing teaching speaking to improve students' English speaking fluency. It is done by the researcher to prove that researcher writes the research on their own.

The first previous study is from Jonathan Maiullo. In his journal, he writes a media which can help the teacher to teach speaking under the title *"Radio Drama for Speaking Practice"*. Maiullo was the first person who applied "Radio Drama" in his English class. He used "Radio Drama" as media in teaching the English language, especially to facilitate students to practice their

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[70]Jonathan Maiullo, "*Radio Drama for Speaking Practice*". English Teaching Forum. Vol. 56. No. 2, Spring, 2018,17
[71]*Ibid*, 36

speaking skills. In his journal, Maiullo shows the steps on how to use "Radio Drama" with the advantage that teacher and student will get when they applied "Radio Drama". He also explained all the things, such as material and activities that need to be done by the English teacher when they want to use "Radio Drama".

While in the research,researcher is observed the implementation of "Radio Drama" that is used by the English teacher of SMPN 5 Surabaya to teaching speaking. The researcher found that teacher did not asked her students to write their "Radio Drama" text script which is makes it difference with Maiullo who asked his students to write the "Radio Drama" text script with their group.

The second previous study by Dedi Suhandi, under the title *"The Application of the Role-play Drama Method to Improve Speaking Ability"*. In his research, the researcher focus to know the application of the role-playing method when the teacher applied it to learning drama. The researcher explained how the learning process, students' interest, and students' English speaking quality especially on their pronunciation, intonation, fluency, expression, and comprehension. In his research the researcher used qualitative research and divided the implementation of role play activity in three cycles. The researcher get the conclusion for his study based on PTK (Penelitian Tindakan Kelas). The researcher found that the application of role-play method in the classroom can improve the qualities of teaching and learning process, the evidence is increasing students interesting to learn, and also improve students' pronunciation, intonation, fluency, expression, and comprehension. The elaboration The elaboration between this research is to use role-play to make students involved and improve students' speaking skill.

While, in this study the researcher focus on the implementation of "Radio Drama" to improve students' speaking fluency. The researcher get the data from the observation of teacher implementing "Radio Drama" in the class, and also the student's speaking performance using "Radio Drama". The equation between these two studies is the application of role-play to teach English especially improving speaking skill.

The third previous study by Mehmet Nuri Kardas and Raşit Koç under the title "*Effect of Drama Instruction Method on Students' Turkish Verbal Skills and Speech Anxiety",* International Journal of Progressive Education, Volume 13 Number 1, 2017.Explaining Drama instructional method can help students learn how to developing speech. This is a new and modern method which emphasized on students-centered activities, learner activated, hands-on, and entertaining instruction that supports students in a new learning styles. In their research, both the researchers focus to determained the effect of drama instructional method on student's verbal skill and speech anxiety. This research is using quantitative approach and then present the result using descriptive method, which is using pre-test and post-test class, experimental model is also available in this research and i following with the control group. To make the result of their research more accurate the researcheranalyze the data using SPSS application. The result is proving that drama instructional method is successful in minimize students' speech anxiety.

While, in this research the researcher discussed "Radio Drama" to improving students' speaking fluency and prevent the students from feeling embrassed. The researcher uses qualitative approach and using the theory from Ary, D Jacobs to analyze her data. After analyze the data, the researcher present the result using qualitative descriptive.

The fourth previous study by Shangeetha Rajah Kumaran " *Benefits And Shortcomings of Role-Play As a Speaking Activity In English Language Classrooms*", The English Teacher Vol. XXXIX: 72-93 explained how role-play is very helpful in increasing students English skill especially speaking skills for Malaysian secondary school students. The researcher conducting this study to find the effect of role-play to encourage secondary students in Malaysia to speak. Not only that, but also to find whether role-playing can help to increasing the cognitive ability of the student to speaking English. the researcher used Qualitative method and used questionnaire technique to collect the data. It is done to find the students' responed when teacher applied role-play in the classroom. The result of this study showed that students are enjoying their speaking class and role-

play also help students to encourages them to speaking in the target language. On the research, the researcher focus on role-play as activity.

While in this research, the researcher found that role-play is the activity included in the "Radio Drama" to Teaching speaking. The researcher also focused to discoveringthe activities done by both teacher and students when using "Radio Drama" as media in Learning English, especially teaching speaking. It also discussed about the students' fluency when they used "Radio Drama" to performed their drama.

The fifth previous study by Sholeh Mat, Suparman Ujang, Herpratiwi under the title "*Learning Speaking with Role-play Metod Using Narrative Text in las XI Students of SMA Negri 1 Kotabumi, North Lampung*" explained how teacher supports their student to be able to practice their speaking skill. This research discussed the utilization of role-play method using narrative text to increasing student speaking ability. This research is conducting a student of XI SMA Negeri 1 Kota Bumi, Lampung Utara. The result shows that through role-play method the students can increase their speaking ability. In comparison with my research, this research is the focus on the utilization of role-play method using narrative text to increase student speaking ability. While, this study focuses to the implementation of "Radio Drama" to increasing students' speaking fluency. Both researchers are using role-play to help students' increasing their speaking ability and encourage them to speak. But, the differences is in the previous study role-play is using as a method, in my research role-play is one of the activities in the "Radio Drama" method.

In conclusion, basically there are some similarities and differences between the previous studies and the research conducted by researcher. The similarities is using communicative activity to improve students' speaking skill and encouraging students to speak. The differences is, there is one previous studies used role-play as a method, while there is also one previous study using drama as instructional method. In this research, the researcher observed the implementation of "Radio Drama" to teaching speaking, which role-play and drama used as activity. In "Radio Drama" students are asked to practice their oral skills by doing a role-play and performing a drama with their group in

front of the class. The researcher found that the implementation of "Radio Drama" in teaching speaking at the eighth grade of SMPN 5 Surabaya, students mostly work in a group, students also could choose their group based on the type of story that they like without being forced by the teacher, before their performance teacher gave students time to prepare and gave students advice for their performance, the audiences are not able to see the visualize of the performers they will only hear the sound and words from the speaker, and the speaker should make their words clear to make the audiences understand. In the previous study,mostly sudents performing while showing their visual appearance. So the students are not only focus on their speaking ability, but also the costume and the stage.

CHAPTER III

RESEARCH METHOD

In the third chapter of the research, the researcher discussed related with the research method that is used. The discussion also includes the research design use in this study, location and subject of this study, data and source of data, research instrument, data collection technique use by the researcher, and the last is data analysis technique.

A. Research Method

The purpose of this research is to know how the teacher implemented "Radio Drama" in teaching speaking. This research is use qualitative research as research design. Based on Ary, the qualitative research is applied to describe the targets and interprets the phenomena or process.[72] In other word, this study is portrays the implementation of "Radio Drama" to teach speaking to the eighth graders of SMPN 5 Surabaya and the effect of "Radio Drama" on students' speaking fluency when students use "Radio Drama" to practice speaking skill.

B. Research Setting

In the research setting the researcher explained the place, time, and participants of the research.

1. Place

The researcher was conducted school in SMP Negeri 5 Surabaya which is located in JL. Rajawali, number 56, Krembangan selatan,kecamatan krembangan, Surabaya, Jawa timur.

2. Time

This research was conducted by the researcher to the students from 13th of February 2020, 18th of February 2020, and 20th of February 2020. The observation was done in three meetings. The researcher focus on the eighth

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[72]Ary, D., Jacobs, Lucy C., Sorenser, Christine K., Razavieh, A., *Introduction to Research in Education Eight Edition* (Belmont: CA Wadsworth, 2010) p. 29

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grade of SMP Negeri 5 Surabaya on the 2019/2020 academic year.

3. Participants

Based on the research questions, it is obvious that the subject of this research is the English teacher and the eighth grade of SMPN 5 Surabaya. The first subject is the English teacher of SMPN 5 Surabaya who had implemented "Radio Drama" to teach speaking. There is one English teacher who participated in this research.

The second subject is the eighth graders of SMPN 5 Surabaya. In this research, the researcher choose VIII-G Class as the recommendation from the English teacher. There are 38 students in the classroom with 11 males and 27 females. The consideration of choosing G class and the eighth grade is because, the research purpose is to discovering the activities when teacher implement "Radio Drama" to teach speaking and on the eighth grade there is material which is discuss about narrative text, that is related for students to practice their oral skill using "Radio Drama".

C. Source of Data

This study consists of two research questions about the implementation of "Radio Drama" by the English teacher in teaching speaking, and the students' speaking fluency when using "Radio Drama" as media to practice their speaking skill.

The first research question were answer based on the result of the observation activity when the researcher observe the activities done by the English teacher and the students using "Radio Drama" in the classroom. All of the activities was noted in the field notes, in the field notes the researcher concerned with the teachers' behavior and the activities. In the field notes the researcher have a form to observe the activities.

The answer for second research question were obtained by researcher from the audio recording of the students' speaking fluency when they performed their "Radio Drama" in front of the class with their group. Based on the audio recording the

researcher analysis to get the result of students' speaking fluency. There will be 38 students of VIII-G class.

D.   Research Instrument

The instrument that researcher choose to collect the data are field notes and audio recording. According to Ary et al.'s statements, a descriptive qualitative research are uses several tools, such as field note, audio recording, interview transcript, video data, reflection and information from document to help researcher getting the data.[73]

1.   Field Notes

Field notes are needed in observing something or someone. Referring to this, the researcher used field notes as a research instrument to collect the data. It is related to Ary, et al statement that field note is the notes used by the researcher during observing something.[74] The difference between field notes with the common notes is, in the field notes the researcher writes his/her explanation broader that in the common notes. It will contained the description of the phenomena and the researchers' comments about the description.

The researcher chooses field notes as the research instrument because field notes will give proof of the activities during the observation conducted by the researcher.[75] The researcher have a form to write the field notes during the observation activity. Based on Ary field notes are consist of the description of the places, people, objects, acts, activities, events, purposes, times, and feelings.[76]The field note in this research will consist of the description of the teacher's behavior, the activities of "Radio Drama" by the English teacher and the students of

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[73]Ary, D., Jacobs, Lucy C., Sorenser, Christine K., Razavieh, A., *Introduction to Research in Education Eight Edition* (Belmont: CA Wadsworth, 2010) p. 481
[74]*Ibid*, 435
[75]*Ibid*, 435
[76]*Ibid*, 435

eight graders, and then the students' speaking fluency when students practice their speaking skills using "Radio Drama". The researcher finds that field notes are very appropriate instruments to describe all the activities done by the English teacher and the students very clearly and specifically.

2.   **Audio Recording**

The last instrument that the researcher used is audio recordings, the researcher choose this instrument to help her answer the second research question which is discuss the students' speaking fluency when students' using "Radio Drama". The audio recording instrument in this research is consists of the recordings of the students' speaking fluency when student perform their "Radio Drama" in front of the class. The researcher used this instrument to see the students' speaking ability, especially students' fluency.

E.   **Data Collection Technique**

The role of the researcher in this study is as an observer. The data was obtained with an observation activity when the teacher implemented "Radio Drama" in the class and record students' voice during "Radio Drama" performance in front of class. The researcher joined the classroom to observe and collect the data through field notes. In this case, the observation conducted by the researcher without participating in the activities usually called as a non-participant observation.[77] The participants of this research are one of the English teacher of SMPN 5 Surabaya and the thirty eight students at secondary grade from VIII-G class of SMPN 5 Surabaya.

Observation was chosen as the technique to collect the data that the researcher needs. In the observation, the researcher can fulfill the field notes, in the field notes researcher noted and write down all the activities done by the English teacher and

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[77]John, W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th edition* (Los Angeles: Sage Production, 2014) p. 167

students when "Radio Drama" is implemented in the classroom. To complete it, the researcher also used audio recording in the data collection technique. The researcher conducts the class and record students' voice when they perform their speaking skill with "Radio Drama". To make the data more accurate researcher observed three meetings. It started on the 13th of February 2020, 18th of February 2020 and the last meeting is on the 20th of February 2020. It was done to strengthen the data about how the students' speaking fluency when students use "Radio Drama" to practice their speaking skills. In the third meeting, the researcher not only doing an observation and writethe field note, but also record students' voice to gathering the data of students' speaking fluency. Additionally, the researcher has come to the principles of the school few days before taking the data, to make the participants know the purpose of the taking an audio and the role of the researcher.

Moreover, after record students voice the next steps are to analyze students' speaking fluency the researcher used theory from O'Malley and Pierce. They made a classification for students' speaking fluency and divided into four categorize, those are: Very good, Good, Fair, and Poor.[78] In this research, the researcher focused on the Very Good categorize as a basis to analyze students' speaking fluency.

F.   Data Analysis Technique

In the qualitative research, there are three stages to analyze the data, those are: familiarizing and organizing, coding and reducing, and interpreting, and representing.[79] The data analysis technique that is used by the researcher is done to accumulate the data collected from many sources. The data is related to one and another description from all of the researchers'

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[78]O'Malley, M., Pierce, L., Authentic Assessment for English Language Learners: Practical Approaches for Teachers(Longman,1996). Dikutip dari Aulya Hadi Pusparini, "Utilizing "Time Pie" To Teach Speaking Of Daily Activities To The Eight Graders Of SMP Negeri 46 Surabaya" (Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Surabaya, 2015) p. 12.
[79] Ary, D., Jacobs, Lucy C., Sorenser, Christine K., Razavieh, A., *Introduction to Research in Education Eight Edition* (Belmont: CA Wadsworth, 2010) p. 481

observation and findings. Those three sages are explained more briefly below.

Based on the Ary's explanation in the first stage, the researcher has to be familiar with their data and the researcher also has to organize the data. The step to make the researcher familiar is the researcher need to examine and examine again the notes and transcript from the observation activity she has done. The researcher should watch and watch again the video recordings and listen continually to the audio recordings.[80]

Referring to Ary explanation, the researcher examined and examined the notes that she collected from the observation she has done to make her familiar with the data she get, then the researcher repeatedly listens to the audio recordings. In the next step, she made a transcript from the audio recording and examined the audio continuously. The reason the researcher did those things is to make the researcher familiar with the data she get. After she is familiar with the data, the next step is organizing data. The first step to organize the data is forming a list the whole data sources.[81] In this stage, to make the information easier to understood researcher made some copies of the student's speaking transcript and notes from the observation.

The second stage is coding and reducing. In the coding, stage researcher will know about the differences and the similarities in the data she gets. Ary states in this stage includes some identification of categories and their modification.[82] In her research, the researcher codes her data from the observation notes and the audio recording. The researcher has classified the data into very important, important, and less important data. The data which is classified as a very important data is the data that is answer the research questions. The data which is classifed as important data is the data that might need for the resarcher to answering the research questions. And the last is less important data is the data that can not help the researher to answer both

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[80] *Ibid*, p. 482
[81] *Ibid*, 482
[82] *Ibid*, 484

research questions. While from the audio recording, the researcher marked student's speaking audio based on the classification and categorize of speaking fluency. After those steps, the researcher reduced data which are not related to the aim of this research.

The last stage is interpreting and representing. Ary stated that interpretation is about to give the explanations of the research.[83] In Qualitative research, the researcher only interprets and gives a brief explanation about all of the things related and supported by the data. Then, researchers reduce things which are misconceptions with the research and lighting up the important things.[84] In her research, the researcher provided some explanations of the result from the data. Not only that but also the researcher describes the implementation of "Radio Drama" done by the English teacher of SMPN 5 Surabaya and the explanations of students' speaking fluency.

After that, the researcher represented her research. Ary stated it is about how the result of the data is represented.[85] In her research, the researcher represented her data by giving some explanations and evidence. The researcher made field notes and transcriptions of the students' speaking fluency during the observation. This evidence are very helpful for the readers to know what was going on during the observation session.

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[83] *Ibid, 490*
[84] *Ibid, 490*
[85] *Ibid, 490*

CHAPTER IV
FINDINGS AND DISCUSSIONS

In the fourth chapter of the research, researcher presents the result based on the data and findings during observation. It also includes the research problem of this research, 1) How the teacher implement "Radio Drama" in teaching speaking to the eighth graders of SMPN 5 Surabaya? 2) How are the students' speaking fluency when using "Radio Drama" as media to practice students' speaking skill?

A.   Finding

In the research findings the researcher give a brief explanation about all the activities of teacher and students in the classroom. Before explain the result, the researcher collect the data by doing an observation activity, researcher used field notes and audio recordings to help collecting the data. Researcher conducted the observation activity for three days, which is means there are three times of observation during data collection. The time decision for observation activity is adjusted with the teacher's teaching schedule to deliver the material using "Radio Drama".The result of the analysis answered both research questions or problems of the research.

1.   The Implementation of "Radio Drama" to teach speaking to the eighth graders of SMPN 5 Surabaya

The result of researcher's analysis is explained descriptively on the paragraph below. Since this research focus on the implementation of "Radio Drama" to teach speaking to the eighth graders, the researcher does not explain things out of the implementation "Radio Drama".

a.   First Observation

The researcher conducted the class for the first time on Thursday, 13th of February 2020. In

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the first observation, the researcher focused on the teacher's behaviour and the activities used in "Radio Drama" and the action of the teacher when she taught her students. There were two students of thirty eight students who absent. The English teacher came to the class on time and the class started at 08.35 a.m. To make the data well-organized the researcher divided the activity of teaching and learning process in three parts, first is pre-activities, second is main activities, third is post activities.

1)   *Pre-Activities*

The English teacher come and started her class by giving a greeting to her students, she greeted her students using the English language and her students also replied to her using English. After that, she asked her students to prayed together. The teacher checked students attendance list to make sure that the students are ready to learn.

In this session, the teacher asked her students to do a role-play by asked them to be a teacher and her as a student. Students greeted the teacher and act as teacher by saying their slogan, and the teacher answered it as a student. After that, the teacher checked her students' understanding by asking them about role-play. In this step, the teacher did not use "Radio Drama" yet.

2)   *Main Activities*

Before giving further explanation teachers gave time for the students to share their opinion about role-play. In this time, the teacher encourages her students to speak, they could raise their hands when

they wanted to share their opinion about role-play.

There are three students who raised their hands and explained.The first students explained the role-play is the activity in which we can be anybody else. The second student explained, role-play is one-way students practice their speak by let them use their imagination and act like another person. The third students gave his opinion about role-playing, role-play is a speaking activity in which students could play their character, but with the various situation and use imagination. Those three definitions of role-playing by the students are not false, but the teacher still explained the definition of role-playing based on the expert. When explained about it, the teacher did not always speak using English, she mixed using Indonesian and English language to make her students easily understand about the information or material that she gave.

After explained about role-play, the next activity is teacher divided the students into several group. After students meet and sit together with their partners, teacher handed out paper of "Radio Drama" text script to the students. The teacher also prepared an audio that has similar content with the students' "Radio Drama" text script. In this stage, teacher introduced "Radio Drama" to her students by asked them to discussed with their group to find kind of emotion contained in the conversation of their "Radio Drama" text script.

The teacher gives students three minutes to read and discuss. After three minutes had passed, the teacher asked her

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students to come and practice in front of the class and explained their result with their partners. The audio which has the similar context with the "Radio Drama" text script that students have was used to give the right answer about emotions that the students need to find. This activity is carried out by the teacher to introduce to the students that in "Radio Drama" the audience or listener will not be able to see the visual performance of the actors and actresses, so the actors and actresses are expected to convey their emotions using the right voice and tone.

After introduced the emotion, the teacher explained about seven basic plot of the stories. These seven basic plot of the stories is the plot which usually used in the drama. Those seven basic plots are: Comedy, Tragedy, The Quest, Voyage and Return, Overcoming the Monster, Rags to Richest, and Rebirth.[86] In this activity, the teacher explained to her students that they will held a "Radio Drama" performance based on their favorite basic plot of stories. In their "Radio Drama", students will be grouped according to the type of stories that they want. So, the students will not feel alone, burdened, and anxious.

Basically, "Radio Drama" is same with the other drama that the actor and actress should act as a different character based on the story they have, but the differences between "Radio Drama" and common drama is the audiences or listeners can not able to see the visual performance

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[86]Booker, C, The Seven Basic Plots: Why We Tell Stories (New York: Continuum, 2004) p. 21-193

of the actors and actress. The audiences or listeners are only able to hear the voice and audio of the actors and actresses. In this step, teacher explained to the students about what is "Radio Drama".

The next activity is, choosing the seven basic plot, students make a group based on the plot of the story that they like. The teacher gives each group the drama script. After that, the teacher ask her students to make a framework from the drama script.

Teacher : " Ok, then I will give each group a drama script based on the plot stories or type of stories that you choose and the question sheet"

Students : " What should we do mam? "

Teacher : " Please make a framework of stories based on the drama script that you have. There is a question sheet that contained questions related with the framework of stories."

The activity was done by teacher to make her students feeling familiar with the characters and the storyline of their "Radio Drama" script. After finish their discussion teacher asked each group to presented their work in front of the class. In this activity teacher not only concerned about the material presented by the students, but also students' speaking skills. These activities continued until all of the groups explained the result of their group discussion.

3) *Post Activities*

All of the groups are presented their work in front of the class. After the group presentation, the teacher asked students to

finish their framework and divide their roles. The teacher also told the students about their activity for the next week. The teacher asks students whether they have questions since there is no question the teacher leaves the class.

Based on the observation done by the researcher on the first meet, the researcher found that teacher did not use "Radio Drama" in the first meeting, but she introduced "Radio Drama" to her students by asked them to find and used the right emotion that has applied in the conversation in the "Radio Drama" script that they have. and asked students to practice it in front of the class with their partner.

Since the exertion of emotion is very important in "Radio Drama" because the audiences will not see the expression from the speaker. So, the speaker should be able to express the emotion with the right intonation and clear pronunciation. The teacher also explained about seven kinds of stories that usually used in "Radio Drama" performances. After that, students can choose the story that they like, based on those types of stories students can make a group.

b. **Second Observation**

On Tuesday, 18th of February 2020 the researcher did her second observation. On that day, the teacher began her class at 10.25 a.m. – 11.45 a.m.

1) *Pre-Activities*

Teacher always greeted her students before start the class, she also asked the students to pray together with her. After teacher greeted her students, she also

checked the students' attendance list. The teacher also remind students about their homework and there are two groups who still not divided their role yet and teacher help them to decided. The teacher help students by gave them some suggestions to divide their roles. Before stepping in the main activity the teacher ask students about the previous material.

2)   *Main Activities*

In the second meeting, the teacher asked students to do a cold reading. Cold reading is an activity that allowed students to practice their drama with their group before they perform it. In the cold reading, the actors and actress are discussed together to make them familiar with the character or plot of their stories. So, they are not being force to memorize all the conversations, instead they can do the improvisation. Teacher remind students that in "Radio Drama" speakers should convey their emotion and their speech clearly. Teacher held rehearsal to know the students' speaking.

Teacher   : " Okay students, before we do our rehearsal to check your preparation for your drama you can share your feeling or if you have some adivices you can tell me. Kalian bebas menyampaikan apapun yang kalian pikirkan dan rasakan, sebelum pada pertemuan selanjutnya kalian akan menampilkan drama kalian."(You are free to tells me everything you think and feel,before for the next meeting you will perform your drama.)
Student 1   : " Mam karena ini "Radio Drama" dan akan fokus pada suara kita,

nanti pada saat kita tampil teksnya dibaca atau dihafal?.'' (Mam because it is "Radio Drama" and the focus is on our voice, when we perform our drama we should read the text or memorized it?)

Teacher   : "It is a good question. Not because it only focus on the sound or voice from the actor or actres then you can read the script. Kalian tidak harus menghafalkan semua percakapan dari karakter yang kalian mainkan, kalian bebas melakukan improvisasi. Tetapi, kalian harus menyampaikan emosi yang sesuai, pengucapan yang baik dan masih terkait dengan alur cerita " (You should not memorize all the conversation of your characer you played, you can freely do the improvisation. But you have to convey the right emotion, good pronunciation and it is related with the story line.)

Since there are no students who raise their hand's teacher gave time five minutes for her students to prepared. During students' discussion teachers walking around the classroom to check their work, giving her students advice, and ask them if they have any difficulties.

Teacher give students advice for every group after they did their rehearsal. The teacher also gave her students motivation. This activity was done, so students would know their strength and weaknesses. After all presentations from each group, the teacher suggested her students to practice their speaking English both in the school or at home. The teacher also gave her students motivation to keep practice speaking English and learning the English language. Because English is an

international language, which makes students get many opportunities to study abroad if they can mastering English.

The last activity in the second meeting is the teacher asks her students to open their book. Since the narrative text is mostly used simple past tense teacher asks her students to find at least five sentences contained simple past tense form and write it on the piece of paper. This activity was done as a group.

3) *Post Actvities*

The teacher asked her students to collected their work. After that, the teacher gave her students opportunity to ask about the material and review the comments given by the teacher. Since no one asked and review, teacher closed her class by asked her students to pray together. The teacher also reminded her students to prepared their performance for the next meeting.

In the second meeting, the researcher found that teacher help her students to prepare their drama performance by gave students advice, but the teacher did not use "Radio Drama". Basically, in every drama performance, the performers are able to do an improvisation as long as he/she still on the storyline. It is same with "Radio Drama", in the "Radio Dram" the students can prepared their drama performance like a common drama. The teacher asked students to do not to remember all the conversation they have on their drama text, besides teacher asked them to do an improvisation. To help the students, the teacher asked her students to do a cold reading. In the cold reading activity, students are learn to read

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the text with their friends and they are getting to know the scene of place and the plot of the story on their "Radio Drama" text before they performed together. In this meeting, the teacher also held a rehearsal, so students could practiced their "Radio Drama" in front of class. On this occasion, the teacher also gave her advice for each group so every group knows their strength and weakness, the teacher also gave her students motivation to practiced their speaking skill.

c. **Third Observation**

The researcher conducted the class on Thursday, 20th of February 2020 for the third observation. The class started at 07.00a.m. until 10.25 a.m.,on that day teacher take more teaching hours because students' performance would takes time out of regular time. The teacher always came to the class on time.

1) *Pre-Activities*

Before started the teaching and learning process the activities that did by the teacher is greeted her students and asked her students to pray together with her. After greeted her students the next activities is teacher checked the students attendance list and asked about the students' condition whether they are ready to received the material or not. The teacher also reminded her students by asked about the last material. She asked her students about simple past grammar form, which is related with the narrative text in the drama. There are some students who answer her questions' correctly. The teacher started her class by gave her students time to prepared

before they performed "Radio Drama" with their group.

2)   *Main Activities*

Teachers checked students preparedness by asked them about their work. After that, the teacher asked students to performed their drama in front of the class with their group. Before started the students' "Radio Drama" performance teacher allowed students to prepare their performances for five minutes.

After five minutes had passed it is time for the students to performed their drama. The teacher did not forced students purposively, but she asked the students who were ready to be a volunteer and be the first performance. Each group has 15 minutes to perform their "Radio Drama". In front of the class teacher already set up a mini stage for her students, it was a board that blocked the speaker from being visible to the listeners.

Group 1 performed their "Radio Drama" under the title The Struggle of Sunan Gunung Jati. This group consisted of 6 students. Their "Radio Drama" tells about the struggle of Sunan Gunung Jati on spread Islam. The students who act as a listener give them comments that their performance is good. While the teacher gives them comments maybe if their voice is louder it will much better. The researcher found that the first group could perform their drama very interestingly, they can put the right intonation for the emotion for the character they play. They also almost did not have hesitation during their performance and it makes them to deliver a good emotion.

During their discussion, the members of the first group are very communicative, they always try to build communication with their teacher and friends.

Group 2 performed their "Radio Drama" under the title Romeo and Juliet. This group consists of 6 students. Their "Radio Drama" tells about how Romeo and Juliet keep loving each other even though their family and parents are not blessed them. The listeners give them comment that the chemistry between Romeo and Juliet is good enough. Then, their teacher commented that they need to reduce pausing or hesitation during their speaking. For the second group performance, the researcher found that the second group has the hesitation orpauses during their performance and it makes their communication is not effective. But, they sometimes used various of vocabulary during their speech, even though it is not much. During their discussion the students are always trying to communicate even though in the application they still have any errors and it need repetition.

Group 3 perform their "Radio Drama" under the title Miss Ghost World. This group consists of 6 students. They are performed and act as ghosts from every country in the world such as Indonesia, America, Japan, and Egypt. Every ghost from each country is represent their country in the miss ghost world. The listeners are laugh during their performance because they can change their voice based on the characters that they played. The teacher commented that their performance and their speaking was really good and clear. The
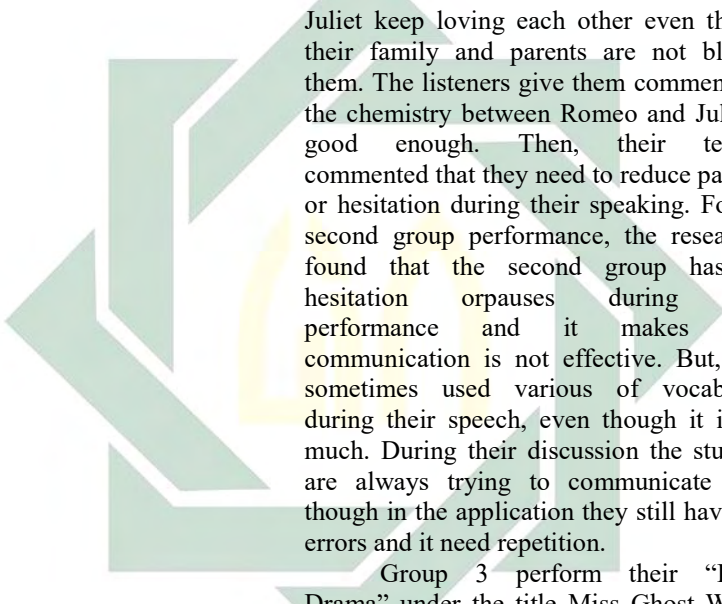
teacher suggested them to practice their speaking skill more. Based on their performance researcher found that the third group has already used various of vocabulary, even though comparing with the other group such as group 1 or 6 they are still lacking. At least, they are not wrong to choose their words. Their speaking is almost good, but the hesitation during their performance often interferes with their communication. From all groups, the third group has showed a very good performances because they can change their voice according to the character they played.

Group 4 perform their "Radio Drama" under the title Harry Potter and The Philosopher Stone. This group consists of 5 students. They are performed and act like a witch in the magic world. The listeners said that they can't hear the voice of the speaker. The teacher gave her comments that students need to practice more to improve their speaking skills. The researcher found that the fourth group is trying to use a variety of vocabulary during their performance, but sometimes it does not have the same meaning with the original vocabulary. During their discussion, they always try to communicate even though it is only simple sentence.

Group 5 perform their "Radio Drama" under the title Love is Destiny. This group is consisted of five students. Their "Radio Drama" tells about how to keep your love. The listeners gave their comments that sometimes they can't understand what the speaker says, because the speakers have many pauses. The teacher

gave them advice to each speaker about not too much have pausing during their speech. Based on their performance, the researcher found that the members of the fifth group have some pauses when they communicate and it sometimes interfere in their communication. It also affected the listeners, they can't understand the speakers. During their discussion, students are always to communicate, but sometimes they can't give an appropriate response. They choose a variety of vocabulary and expressions, even though sometimes the vocabulary that they choose is not always relevant to the original vocabulary in the drama text.

Group 6 perform their "Radio Drama" under the title The Princess of Siger. This group is consists of 5 students. They tell the story about how princess Di Galau found her prince. The listeners said that they enjoy their performance because the speakers' speech is good and clear. The teacher said that they need to keep their good performance and they have to keep learning to speaking in English to improve their speaking skill. While, the researcher found that the speech of the members of six group are smooth even though it is not as smooth as a native speaker, but they almost did not have a pause or hesitation during their performance. They are also able to use various vocabulary. During their discussion, they always try to communicate using English with or without a teacher around them.

Group 7 perform their "Radio Drama" under the title A Poison Love. This group consists of 5 students. Their "Radio Drama" tells about the family who loves

each other, but because of their condition, the father should do something bad to his daughter and the mother who tries to save her family. The listeners said that each speaker playing their character so well. The teacher gave her comment that the speakers have a good and clear speech, but there are still have pausing and hesitation during their performance. For the seven groups, the researcher found that the members of the seven groups always try to build and give responses during their discussion and their performances. Even though, they have a hesitation during their speech, but it doesn't stop them to practice and use a new vocabulary that they know.

The students looked very happy because they can practice their speaking skills in a group and they look more relax because they do not have to show their appearance but only their voice. This is evidenced during teaching and learning process all the students are take turns to speak to convey their opinion or idea. During presents their disscussion result, students also take a turns to speaking, so all the students have a chance to be a speaker. All this actvities are mostly done with group activity, the goal is to make the students practice their speaking skill and reduce their stress and embarassment feeling.

When Group 1 was performed the other group will become listeners and give their comments about the performance of group 1. So, besides they practice their skills by performing a "Radio Drama" in front of their friends and teacher, they also have the opportunity to present their opinions and suggestions for their friends.

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We can conclude that "Radio Drama" is very helpful to use when practicing speaking English. With "Radio Drama", students would feel happy and comfortable in practicing their speaking skills. It is related to the brown statement teacher should create a warm situation, embracing atmosphere which can encourage students to speak however the students should make an effort to speak.[87]

3)   *Post Activities*

The teacher give her students time to ask about the material at that day. Not only that, but also teacher give her students the opportunity to share their opinion or idea about the material. The teacher reviewed a little material that was given by her before. Teacher also reminds her students that there will be another meeting which still related to this meeting. Teachers also gives students motivation related to their performance. Before teacher closed the class she ask her students to pray together with her.

The researcher finally found that teacher used "Radio Drama" in the third meeting. The teacher used "Radio Drama" in the main activities of the third meeting. Before students perform their drama teacher give time for her students to prepare with their group. After each students performance, teacher gives her comment, the audiences also give their opinion related to the performance of their friends.

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[87] Brown H Douglass, *Teaching By Principles: An Interactive Approach to Language Pedagogy* (California: Prentice Hall Regents, 1994) p. 269

In conclusion, from all of those third meetings, the teacher used "Radio Drama" in the third meeting. There is three stages for each meeting, and the "Radio Drama" was used when students perform their drama in the main stage of the third meeting. For every stage teacher mainly implemented the steps of "Radio Drama" on the main stage. In the first meeting, the teacher started to introduce "Radio Drama" for her students in the main stage, by asking them to express the emotion that they find in their drama text with the right intonation and clear pronunciation. While, in the second meeting, the teacher ask her students to do a cold reading and held a rehearsal to facilitate her students to practice their drama. This activity was done in the main stage of the second meeting.

Finally, in the third meeting, the teacher applied "Radio Drama" to make students practice their speaking skills. The teacher asks students to perform their drama in front of the class with their group. After the performance of each group, teachers and listeners will give their advice or opinion related to the performance of each group. The goal of all of the activities in the first and second meetings is help students to become familiar with "Radio Drama" and help students to prepare their drama performance before they have to perform their drama in the third meeting. While the main goal of all these activities done by the English teacher and students is help students to practice their speaking skill in a warm and embrace the atmosphere, students can use their creativity and their imagination, they also can discuss and choose their group without being forced by the teacher. Students also expected to improve their speaking skills after this activity.

2.   **The Students' Speaking Fluency when Using "Radio Drama" as a Media to Practice Student's Speaking Skill**

   Audio recording chosen by the researcher to collect the data of students' speaking fluency. Researcher made an analysis regarding of students' speaking performance but she focused on students' speaking fluency. To answer the second research question of her research, researcher take the data in the third meeting when students perform their "Radio Drama".

   After the researcher took the data of the students' speaking fluency with the audio recording, researcher started to analyze the data. Based on the result of her analysis of students' speaking fluency, the researcher found that students' speaking fluency when they used "Radio Drama" to practice their speaking skill. It can be shown from their speaking performances using "Radio Drama". The researcher used O'Malley and Pierce statement to analyze students' speaking fluency.

   O'Malley and Pierce has classified students' speaking fluency into five category, the categories are: Very Good, Good, Fair and Poor[88]. In her research, researcher did not assessing students and divide students into those classification. Researcher focused on providing a brief description of students' speaking fluency based on the theories from O'Malley and Pierce. The researcher used very good category to analyze students' speaking. The description of the result from the researchers' analysis of students' speaking fluency is explained below.

   a.   **Uses a variety of vocabulary and expressions**

      The teacher always told her students to did not to memorize each dialogue of the character they played, because it will make them feel

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[88] O'Malley, M., Pierce, L., Authentic Assessment for English Language Learners: Practical Approaches for Teachers(Longman,1996). Dikutip dari Aulya Hadi Pusparini, "Utilizing "Time Pie" To Teach Speaking Of Daily Activities To The Eight Graders Of SMP Negeri 46 Surabaya" (Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Surabaya, 2015) p. 12.

depressed and nervous when they performed and suddenly they can't remember their dialogue. Besides, the teacher asks her students to understand the plot of story on their "Radio Drama".

The cold reading activity is given to students to measure students' understanding of their story line. This activity also forced students to do an improvisation in their dialogue. With the cold reading, students are expected to able to do an improvisation by not remembering all the conservation they have, they can use their creativity. The effect of this activity is, students can use many varieties of vocabulary and expressions that they know.

Speaker 2 from the 1st group   : "This is your power to decided how long I stay here"

1)   Word *'Decided'* referring to the Cambridge dictionary has a meaning certain, obvious and easy to understand. The researcher found that based on the speaker, the word *'Decided'* used to state that the decision which is made by King is absolute, and obvious. This word commonly used when the speaker on the formal situation.

Speaker 5 from the 2nd group   : "Thank you for coming enliven my daughter's birthday party"

2)   The word 'Enliven' has a meaning to make something more interesting. Instead of 'Living Up' or 'Energize' which is usually used and known by beginners. The researcher found that the speaker from the 2nd group use 'Enliven' to express gratitude to the guest who comes to the party.

Speaker 2 from the 3rd group   : "They are strong competitors"

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3) Based on the Merriam-webster word *'Competitor'* is the derivative words from *'Competition'*. The definition of *'Competitor'* is the one that competes it can be a person or organization against someone. In this situation, the researcher found that the speaker assumes that other participants have qualified abilities.

Speaker 5 from the 4th group   : "It is not me or Hermione, but you. Hey <u>mate</u>, you can do it!"

4) Instead of *'Friend'* the speaker from the fourth group using *'Mate'* based on the Cambridge dictionary this word refers to a call in the form of friendship. This word usually used in an informal situation when someone talks to their friend.

Speaker 1 from the 5th group   :   "Suddenly, Catherine's phone was ringing. She felt <u>heartbeat</u> because it was from Mrs. Arthur

5) The first speaker from the fifth group used the word *'Heartbeat'* to indicate that she felt anxious when Mrs. Arthur call her. The definition of *'Heartbeat'* from the Cambridge dictionary is the regular movement or sound that the heart makes as it sends blood around your body. After analyzing the data, the researcher found that it will be more appropriate if the word *'Heartbeat'* replaced with *'Nervous'* because the word *'Nervous'* would be more in line with the background story that shows the situation that Catherine felt when she receiving a call from Mrs. Arthur. This word heartbeat is commonly used in an informal situations.

Speaker 2 from the 6th group   : "Alright!!! <u>Burn that party my dear</u>"

6)   The researcher found that the Second speaker from six groups has used slang words *'Burn that party'*. Based on the Merriam webster the definition of slang words is an informal nonstandard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech.

Speaker 1 from the 7th group   : "That night, Indah with a <u>heavy heart</u> followed her father"

7)   The word *'Heavy heart'* referring to the sadness condition. The researcher found that the speaker is able to choose an appropriate word to give an interpretation for the listeners about the Indah condition when her father is forcing her to go with him.

In the conclusion, the students are able to use the variety of vocabulary and expressions that they know. The researcher also found that the students also able to used slang words which is an uncommon vocabulary to be used. It also indicates that the students are having knowledge about various types of words. But, sometimes the words that they choose did not match with the background or the situation of the story that the character they are playing.

b.   Speaks smoothly, with little hesitation that does not interfere with communication

For the second aspect, most of the groups are still struggling to speak without hesitation or pause. During their speech, sometimes students use many hesitations that has an effect on their speaking and may interferes with their communication. The researcher found that pause or

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hesitation that the students did during their performance could be because, first speakers have already started a communication, but they are not ready to finish the whole sentences. Therefore, speakers choose paused to find appropriate words to continue their speech. Second, pause or hesitation occurred because speakers had forgotten the words that they need. Third, speakers have to be very careful in choosing words, so the listeners easily to understand. Those reasons are underlying how the speakers has hesitation or pause during their speech.

1)   Group 1

       Speaker 3   *: Hoi.... Minister. How /pause/ are our soldiers who are resting to faced Kediri?*

       Speaker 4   *: I am afraid they will be /pause/destroyed by the enemy and it will be terrible if our orders kill the soldiers*

       For the speakers from the first group, the researcher found that they didn't have many pauses during their performances. They also able to control their pauses and replace them with other words; 'like' and 'you know'. So, they didn't have a long delay before they continue their conversation.

2)   Group 2

       Speaker 3   *: Happy sweet /pause/ seventeen sweetheart*

       Speaker 3   *: Please, Juliet you are /pause/ seventeen now. Look at him, Juliet! He's a good /pause/ man for you*

       The researcher found that the speakers of group two had many pauses during their drama performances. After listening to the audio repeatedly the

researcher indicates that the pause occurs because the speakers try to remember the conversation that they have, and they also try to choose appropriate words.

3) Group 3

Speaker 2 : *Ok, the first challenge is a scary face. Please show your scariest face to us and* /pause/ *judges.*

Speaker 1 : *One by one show their* /pause/ *scariest face. Wow, that was amazing thank you ladies*

The speakers from the third group are creative students. Because they can change their voice according to the character they play. But, because of that they also did a lot of hesitation and pauses during their dama performances, they had to adjust their voices and choosing the appropriate words related to the story, to make the listeners understand to the what the speaker says.

4) Group 4

Speaker 1 : *They walk across the board towards the door. Suddenly, as they reach a line of pawns* /pause/ *the pawns bring up their swords. The three jump* /pause/ *and back up*

Speaker 5 : *It is obvious, isn't it? We have got to play our way across the room. All right Harry, you* /pause/ *take the bishop's square, Hermione you will be the* /pause/ *queen's side castle. And me... I will be a knight*

For the speakers of the fourth group, the researcher found that the speakers are always trying to use variety words. But, they also have many pauses. The researcher

found that they did a lot of improvisation. Sometimes, they cut-off the conversation on the drama and replace it with their new words.

5) Group 5
Speaker 5   *: I'm afraid sis. /pause/ Please, pray for me*
Speaker 2   *: /pause/ Everything will be okay, good luck!*

The speakers of the fifth group are always trying to develop the story, they also try to give a fast response to the other speakers. But, the pauses that they have disrupts the communication between the speakers.

6) Group 6
Speaker 5 *: Pardon me, would you like to dance with me? I'm Punduh Pidada prince. May /pause/ I know your name princess?*
Speaker 1 : *The next day. Prince and his assistant Mr. Sholeh go to the Sukadono kingdom. After a long journey, /pause/ they arrive in the Sukadono Kingdom. The Tihang king knows about the visit of Pidada prince in his kingdom, he is really happy, The King /pause/ think that prince Pidada will ask Jolai to marry him*

The speakers from six groupS have successfully did an improvisation without having many pauses during their performance. Their speech is smooth and easy to understand by the listeners.

7) Group 7
Speaker 1   *: After spending the night gambling. Mr. Kartawijaya returned to his house and listened to his childrens'*

complaints about their school. Then, it makes Mr. Kartawijaya more sure to bring his daughter to mami. The next day, Mr. Kartawijaya start doing his plan /pause/ by call Indah and forced to go with him.

Speaker 2 *: Where is Indah ? she must /pause/ go with me tonight !*

Speakers of the seventh group can use a variety of vocabulary and make their speech easy to understand for the listeners. Even though, they have paused, but it doesn't give much effect on their communication.

In the conclusion, students can develop and practice their speaking skills by performing a drama in the classroom. The improvisation that the students did make the conversation that they have more natural. However, it also causes several problems, that is pause or hesitation for the speakers. Some speakers can overcome it by using words fillers, but some speakers unable to control their pause and it interfere with their communication.

c. **Stays on task and communicates effectively**

For the third aspect, most of the members of each group can communicate according to the storyline in the drama they are playing. During the group discussion students also able to communicate with each other. They trying to communicate using English, this activity is done to get students used to speaking in the English language.

Another reason is, to make students practice their English language. After each group performing their drama, the teacher commented mostly in English, she will translate in the Indonesian language if she thinks that her students

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do not understand and students ask the teacher to translate it.

In this activity the students who act as a listener also able to give their opinion or advice about other group performances. There will be one speaker from each group as the representative of their group to convey their opinion, students should take turns speaking as the representative of the group to convey their opinion.

Teacher : " Ok, It's time for the listeners to give your comment. What do you think about the performances of the group 1? Give them your advice and opinion"
Speaker from group 2: "Their performance is very good"
Speaker from group 3: "We think that their speaking is good, we also can understand almost everything about what they say, because their voices are very low"
Speaker from group 4: "They have the right intonation to show the emotion of each character, but sometimes their voi voices are not heard"
Speaker from group 5: "Their performances are good"
Speaker from group 6: "They have given us a good performance"
Speaker from group 7: " We think we can feel the emotion of the character"

d. **Communicates competently in social and classroom setting: Understand classroom discussion without difficulty**

In the process of the implementation of "Radio Drama" in teaching speaking, the teacher gives freedom to her students developing their English speaking skill one of the ways is: discussion. First, teacher groups students into seven groups, according to the type of story that

students choose. Next, the teacher gives drama text to her students, after that students is discussing with their and dividing their roles according to the character on their "Radio Drama" by them self. When discussing with their group, the teacher emphasizes students to speak in English.

Even though, the grammar's structure and the word's selection that the students choose still lack, but through this discussion activity, the teacher could see her English students' speaking ability. The researcher describes how students communicate during their discussion in the classroom below.

The first group discussed their "Radio Drama" under the title The Struggle of Sunan Gunung Jati. The researcher found that the students of the 1st group can communicate using English language with other students. They can divide their job and characters by theirself. In the end, they are also able to collaborate by performing a stunning drama performances. Most of the time, the students from the first group are very actives to give their comments and opinion about other group drama performance using English.

The second group discussed their "Radio Drama" under the title Romeo and Juliet. During their discussion, the speakers of the second group are mostly mixing between the English language and the Indonesian language. When deciding their roles the teacher helps them. The teacher must first appoint students as the representatives of their group to give a comments about their friend's performance.

The third group discussed their "Radio Drama" under the title Miss Ghost World. The students of the third group always trying to speak in English, even though in the some words they have to changes it into the Indonesian language. They are very active to ask during their group

discussion, and the classroom discussion when the students who act as listeners give their comments.

The fourth group discussed their "Radio Drama" under the title Harry Potter and The Philosopher Stone. Same as the second group, the speaker of the fourth group are didn't speaking English well, on several occasions they are not speaking using English at all. They also need the teacher's help to divided the roles. When it comes to giving their opinion or comments they can deliver it, even though with simple sentences.

The fifth group discussed their "Radio Drama" under the title Love is Destiny. During the group discussion the students of the fifth group are always trying to used the English language, but when they feeling difficult to express their opinion it will automatically change in the Indonesian language. The speakers of the fifth group are able to give their comments and opinion using simple words.

The sixth group discussed their "Radio Drama" under the title Princess of Siger. The students of the sixth group can use English during their group discussion. They can understand simple and difficult words in English, but they still need a repetition if they didn't understand. They are also able to deliver their comment and opinion with a clear and smooth speech.

The seventh group discussed their "Radio Drama" under the title A Poison Love. Discussing using the English language is an activity carried out by the speakers of the seventh group, they are trying to give responses to each other using English. This has an effect when the teacher ask them to deliver their thought about other groups' performance. Besides only giving comments and opinions, they are also able to give advice in a smooth and clear speech.

B.   Discussion

In the discussion part the researcher discussed about the findings of the research along with the review of related theory used in this research to clarify the findings.

1.   The Implementation of "Radio Drama" to teaching speaking to the eight graders of SMPN 5 Surabaya

The researcher discussed all the activities that found during the observation when teacher and students did teaching learning process by using "Radio Drama". After analyzed the data researcher got the the result that "Radio Drama" can make the students participate in the teaching and learning process, it also can make students practiced their English speaking by using role-play and held a "Radio Drama" performance.

The activities like cold reading and rehearsal can make students more ready before they performed their "Radio Drama". While for the actvity when the audienes can not see the visual of performers is to reduce students embarrassed when they have to perform their "Radio Drama".

Related with Miullo's statement that "Radio Drama" is a medium which can help students' practice their English speaking well without feeling embarrassed, because in the activity the performers are not being forced to show their visualization. It is means that the listeners only focused on the soundand word from the speaker.[89] Where in its implementation students performed their "Radio Drama" without being forced to show their appearance. It also has the meaning that this medium is encourage students to be active speaking by doing role-play and interacting with other speakers.

The researcher found that there are two main reasons of student's learning speaking skill that is explained by Nunan. First, there is a transactional reason. In this reason speaking ability is need to convey and

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[89] Jonathan Maiullo, "*Radio Drama for Speaking Practice*". English Teaching Forum. Vol. 56. No. 2, Spring, 2018,17

express the information in order to get something done and facilitate exchanges of goods and services.[90] Second, interpersonal reason, speaking is needed to maintain a good relationship among people and this reason is related with social purpose.[91] Based on the analysis result, the researcher find that teacher taught the students to maintain a good relationship among people by ask them to discuss together, and give them time to share their opinion about other group performance.

In this research, "Radio Drama" is used as a media to make the students practice their speaking skills by doing a role-play actvity, discussion group with a story given by the teacher, and performing "Radio Drama" without feeling so much pressure. It is supported by Brown that teachers should create a warm situation, embracing atmosphere which can encourage students to speak however the students should make an effort to speak.[92]

Regarding to Kayi, there are seven ways to teaching speaking.[93] First, providing an opportunity for students to be able practice their target language by facilitate a rich evirontments that contains of collaborative work, authentic material and tasks, and shared knowledge. The researcher found that in "Radio Drama" activity the students are able to discuss and work with the group. During group discussion the students can communicate and sharing knowledge with friends.

Second, involved the students to speak in every speaking activity, use the various ways to make students participated. The researcher found that in "Radio Drama" the students are not only discussed in a small groups. There is a presentation actvity which is become an opportunity for students to present and speaking the result

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[90]Nunnan, D, *Practice English Language Teaching* (New York: McGraw-Hill, 2003) p. 56
[91]*Ibid*, 56
[92] Brown H Douglass, *Teaching By Principles: An Interactive Approach to Language Pedagogy* (California: Prentice Hall Regents, 1994) p. 269
[93]Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. 12, No. 11, Winter, 2006, 1

of their discussion. In the end students performed their "Radio Drama" in front of the class with their friends. Not only that, but also students are able to share their opinion, idea, or even gave advises after each group presentation or performance.

Picture 1. Student Rehearsal

Third, reduce teacher speaking and increase students speaking. The researcher found that in "Radio Drama" there are many activities which actually intended to make student's speaking without teacher's command, but this activity can not be applied maximum. It is because of students' ability, that is still need teacher to explain and speaking more.

Fourth, motivate students by giving a positive comments. The main point of the implementation of "Radio Drama" to teach speaking is to make the students practice their oral skill in a warm athmosphere, which is not make the students feeling pressured by letting them to choose their own group and practice their skill without showing their visualiation. Not only that, but also teacher always have a chance to motivate students and give a comment after each students peformane, after each student's rehearsal and during student's discussion.

Fifth, give comments after students speak, correction should not distract students from his/her speech. In the "Radio Drama" the researcher found that teacher always give the students an advice or compliment

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for the students after they practice their skill, either it is when students presentation or performance.

Sixth, circulate around classroom to ensure that students are on the right track and see whether the students are need help while they work in group or pairs. During the observation the researcher found that teacher always walking around the classroom to check the students. The teacher also help students to prepare their "Radio Drama" performance.

Seventh, provide the vocabulary before hand that students need in speaking activities. In "Radio Drama" teacher can ask the students to write their "Radio Drama" text script by theirself or teacher can prepared it for student. It is intended to make the students easily practice their oral skill, especially for beginner students.

The researcher conducted this research to analyze the media which is make the students easily practice their speaking skills based on Kayi. Not only that, but also make students active and participate during teaching and learning process. That can be classified as successful when activities in the teaching and learning process were mostly done by the students. The activities are discussion, presenting, performing and students were already done all these activities.

During the observation the researcher also found that The teacher used six steps to implemented "Radio Drama" in the classroom. Those six steps are : introduce the "Radio Drama", dividing students according to the story they like, discussion with the group, cold reading, next is rehearsal and the last is performing their "Radio Drama". While in the previous study, the teacher also used similiar steps, but also followed by the activity of the students to write their "Radio Drama" text script by their self before performing "Radio Drama". Both of the steps can be used by teacher,because it have the same goal to

make the students able to practice their speaking skill using "Radio Drama".

2. **The Student's Speaking Fluency Using "Radio Drama" As a Media In Learning English**

The researcher record students' voice when they performed their "Radio Drama" in front of the class. After hearing the audio recording of students' voice the researcher are able to analyze the data.

It also needed to discuss the function of "Radio Drama". According to Miullo "Radio Drama" is used to encourage students speaking skill without feeling humiliated or shy by doing role-play, which the audiences listen to the words and sounds from the speaker without seeing any visualization cues.[94]After analyze the data, the result found that students' can practice their oral skill with more comfortably because they can focused to improve their speaking without thinking about how their appearance.

Then, the elements of speaking fluency are considered to talk about. Based on Kopponen and Riggenbach the components of fluency are speaking smoothness, speaking competence, speaking automatically, and speaking fluency to delivering the message.[95] While Hidayat and Herawati consider speaking fluency into three kinds, those are speed, pausing and time to speak.[96] From the result of students' speaking fluency, the researcher found that the students' are still struggling to controlling their pausing during their speech.

For the final discussion, the researcher used the theory of O'Malley and Pierce as her basis to analyze students' speaking fluency. There are four category those

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[94]Jonathan Maiullo, "*Radio Drama for Speaking Practice*". English Teaching Forum. Vol. 56. No. 2, Spring, 2018,p. 17

[95]Koponen, M & Riggenbach, H, *Overview: Varying Perspective On Fluency* (Ann Arbor: University of Michigan Press, 2000) p. 08

[96]Hidayat, N., & Herawati, A, Bachelor Thesis, *An Analysis Factors Influencing Students' Speaking Fluency*, 2012

category are: Very Good, Good, Fair, and Poor.[97] But, in this research, the researcher focused on the very good category to analyze students' speaking fluency.

First, uses a variety of vocabulary and expressions. The researcher found that the utilization of cold reading help students a lot to know the character they played and help students to do an improvisation. The improvisation that done by the students is also can indicate that students are able to use the different vocabulary which have the same meaning. By letting the students to do an improvisaton, it will help students a lot to developing a new vocabulary, not only that it also effect to the student's fluency. Berlinger stated that improvisation can motivates the students to generate imaginative and detail ideas, greatly expand students' vocabulary, actively practice language skills and attain far greater fluency.[98] The researcher found that most of the students from each group can do an improvisation. The students also able to use the slang words which is rarely use by the ESL.

Second, speaks smoothly with little hesitation that does not interfere with communication. After analyze the data, the researcher found that students are mostly still struggling with hesitation problems. Eventhough the students are already have a lot of vocabulary, but they still can not avoid the hesitation or pauses. This could be happened because when the speaker has started to do a conversation, but the speaker is not ready about what the speaker said. Then, the speaker chooses hesitation to restart their speech. The next reason, speaker forget about what will they say. The last, speaker selecting the words to make the listeners easily understand. The pause is also

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[97] O'Malley, M., Pierce, L., *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*(Longman,1996). Dikutip dari Aulya Hadi Pusparini, "Utilizing "Time Pie" To Teach Speaking Of Daily Activities To The Eight Graders Of SMP Negeri 46 Surabaya" (Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Surabaya, 2015) p.12.

[98] M. R. Berlinger, *Encouraging English Expression through Script-based Improvisations*, The Internet TESL Journal, Vol. VI, No. 4, April 2000, (Online), (http://iteslj.org/Techniques/Berlinger-ScriptImprov.html), accessed on December 12 2020.

can happened when the speaker need to take a breath. Rose stated that the pause will always happened during the speaker speech, minimally speakers must break off their speech to breath.[99] Hesitation is actually a common phenomena that is always happens on any speakers. When people speak, actually the productions of complete sentences have often turned to speech disfluency to unravel the process of production. It is often heard that many speakers hesitate in their speech, whether it is in daily life, movie speech, speech, formal events.[100]

Third, stays on task and communicate effectively. In this categorize, students are expected to be able to communicates effectively especially during their "Radio Drama" performance. The researcher found that students can communicate effectively during their performance. Each students are always trying to give appropriate responses during their performance. The researcher also found that students who act as listeners can give their opinion related with the drama performance from another group. This activity can provide students with an opportunity to convey their opinion using the English language.

Fourth, communicates competently in social and classroom setting. The researcher found that communication during students discussion and students performance is good enough. Students are always trying to communicate with each other using English language and trying to give an appropriate response.

After analyze students speaking fluency the researcher got the result that students can use the variety of vocabulary through the improvisation activity the sudents are able to use the vocabulary that they are already now, some students even used slang words. The students also able to gained confidence to speak because

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[99] Rose, Ralph, *Hesitation and Repetition Phenomena and Second Language Development*, (Tokyo: Waseda University Faculty of Sience and Engineering, 2010), p. 103

[100] Maria, A.H, Syamsul Bahri., *Repetition and Hesitation in Delivering Impromptu Speech*, Linguistica: Journal of Linguistics of FBS Unimed, Vol. 04, No. 02, Rain, 2015, p. 197

they are not being force to remembering. But, most of the students are still struggling with the pauses. Students always try to build communication during their discussion or their drama performance in front of the class by giving an appropriate response and opinion or comment after each performance.

Next discussion is the comparison between the implementation of "Radio Drama" by the English teacher of SMPN 5 Surabaya with the implementation of "Radio Drama" by Jonathan Maiullo. The teacher starts to introduce "Radio Drama" by asking her students to find an appropriate emotion related to the piece of conversation of the drama that the teacher gave to her students. Then, she explained sevend kinds of story that usually used in a drama, after the teacher ask her students to choose their favorite story and make a group based on the story they choose. Next step, the teacher asked students to discuss and decide their roles with their group. To know the students' readiness teacher asks students to do a cold reading. Before they performed, the teacher held a rehearsal for them to practice. Lastly, the teacher asks her students to perform their "Radio Drama" in front of the class with their group.

While, in the previous study the teacher asked his students to write their "Radio Drama" text script by theirself. Even though in this research, the teacher did not ask the students to write their drama text, but it does not interrupt the teacher to get the purpose to facilitates the students to practice their speaking skill and help students to improve their speaking skill.

Both studies had showed the same result that "Radio Drama" is very beneficial tool for students increasing their speaking skill. Furthermore, "Radio Drama" also help students to cultivate their creativity and social skill. Because, in "Radio Drama" there are many acivities that can help students to build not only their speaking skill but also student's social skill and student's creativity. With group discussion students are able to share their opinion or idea and it help students to build

their social skill in a small group. It is supported by Kidsvatter states that a group discussion is dividing the students into small group to achieve spesific objective permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach.[101] While, role-play activities can help students increase their creativity by using their imagination it is supported with Andi's statement that role-play is a way to mastering the learning materials through developing student's imagination and appreciation.[102]

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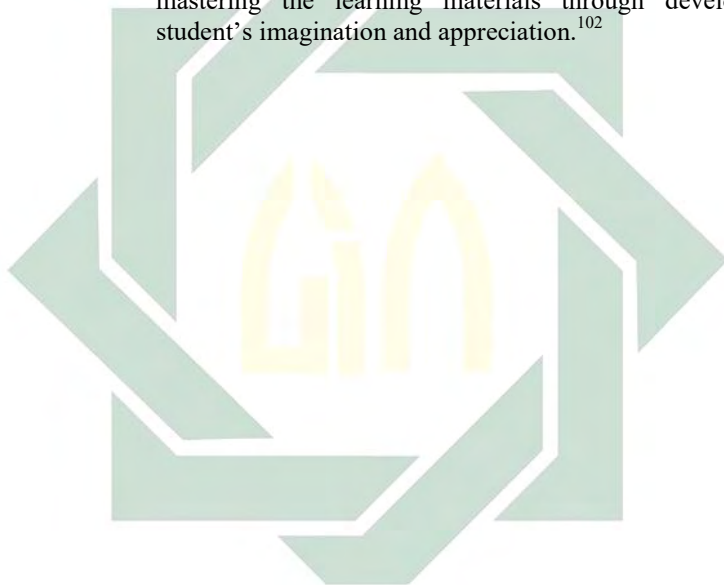
[101] Kidsvatter, R, *Dynamics of effective teaching*, (London: Longman Published Ltd., 1996), p. 242
[102] Andi Prastowo. *Pengembangan Bahan Ajar Tematik*. (Yogyakarta: Diva Press, 2013), p. 94.

CHAPTER V

CONCLUSION AND SUGGESTION

The fifth chapter of the research is researcher present the conclusion of the research and suggestion related with the research finding that found by the researcher.

A. Conclusion

After analyzing the data, the researcher get two conclusion, those are: the implementation of "Radio Drama" in teaching speaking and the students' speaking fluency when using "Radio Drama" as a media in learning English.

1. The Implementation of "Radio Drama" to teaching speaking to the eight graders of SMPN 5 Surabaya

The first is the implementation of "Radio Drama" in teaching speaking. The researcher analyze the implementation of "Radio Drama" to teaching speaking and there are seven ways that teacher used when teacher implement "Radio Drama". First, provide an opportunity for students to be able practice their target language by providing an environment that contains of collaborative work, authentic material and tasks, and shared knowledge. Second, involved students to speak in every speaking activity, use the various ways to make students participated. Third, reduce teacher speaking and increase students speaking. Fourth, motivate the students by giving a positive comments. Fifth, give comments after students speak, Correction should not distract students from his/her speech.. Six, teacher walking around the classroom to ensure that students are on the right track and see whether the students are need help while they work in group or pairs. Seven, teacher provide the vocabulary beforehand that students need in speaking activities. Teacher had already prepared the "Radio Drama" text script for the students.

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2.   **The students' speaking when using "Radio Drama" as a media in learning English**

The second is the students' speaking fluency when students perform "Radio Drama". The researcher record student's voices when they performed their "Radio Drama" in front of the class. This activity was done in the third meeting on the main stage of the teaching and learning process. After analyzing the data, the researcher can get the result, based on the O'Malley and pierce statements the researcher found that, students are able to use the various of vocabulary and expressions, students also able communicate effectively during their discussion, presentation, and performance. But, students still lack on controlling their hesitation during their speech.

B.   Suggestion

The researcher suggests to the next researcher to conduct the same research to enrich the literature of teaching speaking. The researcher believes that there are many lacks in this research and it needs to regenerate.

1.   Thus, the other researcher who can make better researcher than this research. Furthermore, the other researcher can focus on the implementation of "Radio Drama" to the other skill, such as writing. Because in this research the English teacher does not apply writing skill in her teaching-learning process. Besides, the other researcher can also focus on the implementation of "Radio Drama" to the different grades of students.

2.   To the English teacher. It is needed to broader the teaching media to not only teaching English but also to help student increasing their confidence to practice their speaking skill. "Radio Drama" can be one of the media which can use by teacher.

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