CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of Some Partinent Ideas, The Previous Related Finding, Conceptual Framework, and Variable and Operational Definition.

2.1 Some Partinent Ideas

In this part, some partinent ideas that explain the concept of the varible of the research.

2.1.1.   The Concept of Speaking

2.1.1.1 Definition of Speaking

According MCDonough and Shaw state that speaking is desire and purpose driven, in other word writer genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinion; expressing a wish or a desire to do something; negotiation and/or solving particular problem; or establishing and maintaining social relationships and friendships.[1] It is very important to expression the ideas to find the goals.

Kaharuddin argues that speaking is the capability which is express the main what we want to extend.[2] It means that how the people are able to acquitted in expressing their ideas. According Oxford Dictionary, speaking be willing to be friendly toward somebody, especially after an argument speak your mind express your opinion openly.[3]

Based on the definition above, the writer concludes that the definiton of speaking as the essential skills of language is naturally the way of human

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[1]Jo MCDonough and Christoper Show, *Material and Methods in ELT: A Teacher Guide,* (Cambridge: Blackwell Publisher, 1993), p. 151.

[2]Kaharuddin Bahar, *Interactional Speaking,* (Yogyakarta: Trust Media Publishing, 2014), p. 1.

[3]Oxford Learner's Pocket Dictionary, p. 426.

communicate to express their idea, feelings, as well as opinion to achieve a particular goal while maintain social relations between people.

2.1.1.2 The Main Factors in Assessing Speaking Ability

The following are main factors that need to be considered in assessing speaking ability, namely :

2.1.1.2.1   Fluency

Fluency is a highly complex notion relates mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word-order and omit elements of structure and also certain aspect of the prosody of discourse.

Fluency refers to be able to speak or write smoothly, easily or readily to an easy flow is word are to respond able to communicate with base it suggest to ready flow accomplish speak or write. It is usually a term of communication whereas. Marcel states that fluency is someone's way of speaking dealing with how to procedure words on their speech.[4]

As said by brown, fluency is probably best achieved by following the "stream" of speech to flow then, assumes of this speech spills over beyond of comprehensibility to "riverbank" of instruction or someone detail of phonology, grammar, discourse will channel to speech or more purpose full course.[5]

2.1.1.2.2   Accuracy

According to Webster dictionary, accuracy is the quality of being accurate.[6]

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[4]Marcel, *English Speaking Element* (Longman New York & London: 1978), p. 12.

[5]Brown Doughlas, *Principle of Language Learning in Teaching* (Englewood CLIFS; New Jersey:Partice Hall inc, 1980), p. 255.

[6]Webster Noah, *Webster's Third New International Dictionary* (USA: Gove and Merriam Company Publisher, Springfield, Massachusetts, 1996), p. 15.

While in Oxford dictionary, accuracy is degree of being correct.[7] State that accuracy is a people in using appropriate word and pattern of sentence.

2.1.1.2.3   Content

Basic in speaking is how is someone able to understand what we say. Content is any information that being distributed. The term content when use in reference to intellectual property law refers to information that is provide for an audience, typically within a specific context. Content may vary in topic, scope, specifics, subject matter and medium, any information that is transmitted to an audience may fall under heading of content.

2.1.1.2.4   Pronunciation

Pronunciation is the way in which a language or particular or sound is spoken.[8] Pronunciation refers to the way a word or language is spoken, or the manner in which someone utters a word if one is said to have "correct pronunciation", then it refers to both within a particular dialect.

The someone ability in communication showed through two ways, oral and written skill. In oral skill, one important factor that must get attention and learned by students is pronunciation. The wrong pronunciation will make someone cannot express their idea well.

From the explanation above, the writer can conclude that all aspects influence each other. Furthermore, English speaking ability here not only focuses on the knowledge of language that the students have but also focuses on the personality

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[7]Oxford Dictionary, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1991), p. 20.
[8]A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1987), p. 60.

dimension that will affect them in presenting their knowledge of English and they know how and when to present it.

2.1.1.3 Types of Classroom Speaking Performance

There are six types of classroom speaking performance that students are expected to carry out in the class room:[9]

2.1.1.3.1 Imitative

Imitative speakingis kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out or not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performe in form of drilling.

2.1.1.3.2 Intensive

Intensive speaking goes in one step beyond imitative to include speaking performance that is design for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair or activity.

2.1.1.3.3 Responsive

Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one.

2.1.1.3.4 Transactional (dialogue)

In this case, transactional is more done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.

2.1.1.3.5 Interpersonal

Same with transactional, interpersonal speaking here is also carried out in a

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[9]Ummy Khoirunisya, *Types of Classroom Speaking Performance*. Http://Ummykhoirunisya.blogspot.co.id/2014/07/types-of-classroom-speaking-performance.html. Accessed on (October 10th 2018).

dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversation are little trickier for learners because they can involve some factors such as slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood.

2.1.1.3.6   Extensive

Extensive speaking is one of the most difficult aspects of speaking. The speaking tasks involve complex, relatively lengthy streches of discourse. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Oral presentations allow students to use what they learned in English by culminating everything in one solid presentation.[10] This is often purposed to : 1. Prevent deviation and injustice emerging, 2. Speak about a case to be publicized, 3. Tool of self-maintaining.[11]

2.1.1.4 Characteristics of Successful Speaking Activity

Speaking is the ability that the students will be judged upon must in real life situation, it is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom and the testing room. Ur explains some characteristic of successful speaking activity

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[10]Kaharuddin Bahar, *The Communicative-Based English Language Teaching* (Yogyakarta: Trust Media, 2013), p. 22-24.

[11]Yayan, G.H. Mulyana, *A Practical Guide for public Speaking,* Edisi Revisi (Jakarta: Kesaint Blanc, 1996), p. 2.

which included learners talk a lot, participation is even, motivation is high, and language is an acceptable level. Each characteristic is explained as follows:[12]

2.1.1.4.1 Learners talk a lot

As much as possible let the teacher allocate learners have more time and opportunities to talk, because often most time is taken with teacher talk.

2.1.1.4.2 Participation is Even

It means that classroom discussion is not dominated by a minority of talkative participants, but every students get a chance to speak.

2.1.1.4.3 Motivation is High

Learners are eager to speak: because they are interested in the topic and have something new to say about it or because they want to contribute the achieving a task objective.

2.1.1.4.3 Language is an Acceptable Level

Learners express themselves in utterance that are relevant, easily comprehensible to teach other, and acceptable of language accuracy.

All the characteristics above need to teacher know, in order to make students interest in learning a foreign language. But, to achieve or gain the characteristics above is not easy, because there are some problems probably faced by teachers in getting students to talk as participate. This below the writer wrote the problems why it is difficult for them to speak.

2.1.1.5 Problem in Speaking Activities

In making interaction with people or each student, occasionally the language learner face the problem, so when they are talking seems like clumsy and it will

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[12]Ur Penny, *A Course In Language Teaching New York* (Cambridge University Press:1996), p. 20.

happened misunderstanding. In Penny Ur's book stated that there are four problems in getting learners to talk in the classroom, such us: Inhibition, Nothing to say, low or uneven participation, and the last is mother tongue use.[13]

2.1.1.5.1 Inhibition

Speaking needs several degree of real-time exposure to an audience. Worried about making mistakes, fearful of criticism, or simply shy of the attention that their speech attracts, learners are often inhibited them when they are trying to say things in a foreign language in the classroom.

2.1.1.5.2 Nothing to say

Sometimes teacher found or heard learners complain that she or he cannot think anything to say. They have no reason to express themselves beyond the fault feeling that they should be speaking.

2.1.1.5.3 Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. The problem is others speak very little or not at all, if the tendency of some learners to dominate. In a large group or class that each one will have only very little talking time.

2.1.1.5.4 Mother-tongue use

In a classes where a lots of learners share the same mother tongue, they may dispose to use it because it is easier and feels unnatural to speak to one another in a foreign language.

2.1.2 The Concept of Comedy Drama

2.1.2.1 Definiton of Comedy

A comedy is entertainment consisting of jokes intended to make an audience

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[13]Penny Ur, *A Course in Language Teaching, Practice and Theory*, p.121.

laugh. For ancient GreeksandRomans a comedy was stage-play with happy ending [14].
A dramatic literary genre generally defined as the opposite of tragedy and characterized by the portrayal of amusing situations featuring ordinary people in ordinary situations. Comedy often begins with a sad or difficult situation but ends happily. Comedy also has been described as having a corrective or punitive character often ridiculing or satirizing problematic human behaviors [15].

It is more clearly explained by the engineering minds' book that comedy is a word that Greeks and Romans confined to descriptions of stage-plays with happy endings. In the Middle Ages, the term expanded to include narrative poems with happy endings and a lighter tone. In this sense Dante used the term in the title of his poem, La Divina Commedia. As time passed, the word came more and more to be associated with any sort of performance intended to cause laughter [16].

From the definition above, the writer concludes that comedy is an acting of drama which containts of humorous words, sentences and dialogue that brings laugh or entertainment to the audience.

2.1.2.2 Types of Comedy

English comedy can be classified into the following types namely- 1) Romantic Comedy 2) Comedy of Manners 3) Satiric Comedy 4) Farce 5) Comedy of Humours 6) Sentimental Comedy 7) Tragic-Comedy or Dark Comedy :

1. Romantic Comedy

The term romantic comedy is a somewhat vague appellation, which denotes a form of drama in which love is the main theme and love leads to happy ending.

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[14]Free Online Encyclopedia : *https://en.wikipedia.org/wiki/Comedy_(drama)*. (November 3th 2018)

[15]"Comedy". *Shodanga.inflibnet.ac.in > bitstream.* Accesed on (November 3th 2018)

[16]"Comedy". *Engineering Mind*. (India : Rai Tekhnology University, 2001), p. 25

Perhaps the most popular of all comic forms--both on stage and on screen--is the romantic comedy.

2. Comedy of Manners

The phrase comedy of manners is particularly applied in English to the plays of the Restoration dramatists, and especially to Congreve and Wycherley, but is a type of comedy which can flourish in any civilized urban society and we see it again in Sheridan and Oscar Wilde. The main thrust in the 'comedy of Manners' is to make fun not so much of individual human being as of social groups and their fashionable manner.

3. Satirical Comedy

Satirical Comedy ridicules political or philosophical doctrines, or else attacks deviations from the social order by making ridiculous the violators of its standards of morals or manners. Its characters include conartists, criminals, tricksters, deceivers, wheeler-dealers, two-timers, hypocrites, and fortune-seekers and the gullible dupes, knaves, goofs, and cuckolds who serve as their all-too-willing victims. Satirical comedies resemble other types of comedy in that they trace the rising fortune of a central character.

4. Farce

Farce is a type of comedy designed to provoke the audience to simple, hearty laughter- "belly laughs", in the parlance of the theater. To do so it commonly employs highly exaggerated or caricatured types of characters, puts them into improbable and ludicrous situations, and makes free use of sexual mix-ups, broad verbal humor, and physical bustle and horseplay.

5. Comedy of Humours

Another important type of English comedy, conceived and pupularised by Ben Jonson, is the 'comedy of Humours'. Humor can refer to (1) a stimulus that elicits laughter and amusement (e.g., a joke); (2) a psychological state associated with laughter and amusement (e.g., a response to a joke); (3) the act of creating something funny (e.g., telling a joke); and (4) an individual difference in the tendency to laugh or to amuse others (i.e., a disposition to tell or laugh at jokes). To address this ambiguity, we use four labels that denote constructs related to humor, which we respectively.

Refer to as comedy, humor appreciation, comedy production, and sense of humor. By using distinct construct labels, we can more easily interpret a literature that inconsistently defines, manipulates, and measures humor. Humor can refer to something that is, or is intended to be funny. Comedy is not limited to jokes, but includes a wide range of behaviors: soliloquies, cartoons, facial expressions, and tickle attacks, which can be communicated face-to-face or via print, traditional media, or increasingly, social media.

Others describe humor not as a stimulus, but as a psychological response or reaction to a stimulus. The literature suggests that amusement, laughter, and perceived funniness are the prototypical emotional, behavioral, and cognitive responses related.

The explanation above explain that humor can be refer to something which make someone happy and the comedy refers to someone's behaviours, facial expressions and so on. The humorous comedy that will be put in the writer's treatment will ask the students make a drama of humorous comedy.

6. Sentimental Comedy

The sentimental comedy of the 18th century was actually a reaction against Comedy of Manners of the Restoration period. In the sentimental comedy we find

characters belonging to the middle class and possessing all sorts of human virtues who are made to suffer in their life and consequently pitied or sympathized by other who do not possess such virtue. The aim of the writers of sentimental comedies was to condemn human vices and flatter human virtues. In this way these comedies are more or less nothing but moral comedies. For example Oliver Goldsmith's long poem 'Retaliation'.

7. Tragic-Comedy

There are many plays which do not In modern drama, the term black comedy or tragic comedy is often used to describe a kind of drama in which disturbing or sinister subjects like death, disease, or warfare are treated with bitter amusements usually in a manner calculated to offend and stock.

Thus some types of comedies explain that the drama not only stay in monoton version of acting and dialogue but also plays many rules of different kinds of drama itself.

Types of comedy drama will specify the writer's proposal by taking the comedy of humorous which its subject consist in types of English comedy that will be applied in the technique of this research. Beside that, this type of comedy will be used in drama (comedy drama) and will be played by groups of students of experimental class of this research.

2.1.2.3 Definiton of Drama

Based on Oxford Dictionary (Oxford University Press), definition of drama is a play for the theatre, radio or television, and also the art of writing and presenting plays.[17]Drama is the specific mode of finction represented in performance. The terms

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[17]Hornby. *Oxford Advanced Learners' Dictionary of Current English Oxford.* Oxford University Press.

come from a Greek word meaning "action". The enactment of drama in theatre, performed by actors on a stage before an audience, presupposes collaborative modes of production and a collective reception.[18]

Founded on the explanation above, the writer can found that drama is a language activity in which each student in the class took a distinc role with other student to built association and complete ordinary goals. So, the students found that the activities are challenging and expose their weakness in persuasive communication.

2.1.2.4 Drama Activities

Nowadays language teacher have variety of means for engendering student participation and activation. These include role-play, simulation, games and a wide range of drama activities sometimes called acting, drama games and or, as here, informal drama. In addition, there is traditional type of drama, namely the study and performance of a play, here called theatre, the writer conclude that informal drama and theatre as entirely separate. Informal drama concerned with the participant's experience, while theatre with interpretation. However this distinction ignores the fact that both areas stem from the same base, the imitattion of an action, and that both share the same elements. Both formal drama and theatre are seen as one continuum covered by the term of drama.

Table 2.1 The Classifying drama activities

Impersonal/Theatrical	Personal/Dramatic
Reading plays	Humanistic approaches
Performing play	Games and problem-solving
Acting dialogues	Simulation
Sketches	Role-play

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[18]"drama". *Wikipidea.* https://en.wikipedia.org/wiki/Drama. Accesed on (October 18th 2018)

According Prodomou show above how such activites can be classified according to formality, though it is well to remember that they do overlap: improvisation may be used as tool in the run-up to a theatrical performance, just as a performance itself may well emerge out improvisation.[19]

Considering the classification drama activities above, the writer intended to apply the acting of drama for this research by specifying them to the speaking improvement of the students before and after applying of method.

2.1.2.5 The Use of Drama in Education and Language Teaching

2.1.2.5.1 Drama in Education

Drama is an artistic activity whose general purpose cannot only be limited to mere entertainment, as a literary form, it is also called to instruct people on different aspects. More than just the act of going to the theater to watch a performance and learn from it, it is important to consider what is not easily visible on stage: the preparation process [20].

That process of teaching drama can help language teachers and students in many different ways. That is, there are different techniques and exercises that are used in theater when preparing a play, many of them can have an interesting didactic value in terms of language teaching. In this research, the writer will use drama that containts of comedy in the script that will be given by the students in treatment of the class.

More clearly explained by Krikova statement that drama education can be exploited in the instruction in several different ways. However, the most appropriate form of using Drama Education in the context of foreign language teaching is to apply it as a method of work. It has to be a practical process that gets students involved into

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[19]Jhon Dougil, *Drama Activities for Language Learning* (Britain), P. 2.
[20]Alvarado, *the Use of Teather and Drama Techniques to Foster Speaking Skills in the English Class*, (University of Costarica:2016) p. 311

a creative activity in which they can become more imaginative, more sensitive, more social and more dynamic. It is a hands-on process, which leads to exploration and practice. It is important to understand that nothing is wrong or right, it is just what the student is able to produce at a specific time and place; it will eventually improve by means of constant practice and interaction. There should always be support and collaboration from the instructor to the students. Peer-feedback and group support should be stimulated as well.

In the game of acting or theater, it is important for instructors to be clear on what they are expecting students to accomplish. They should set the limits and the directions. Students will not necessarily reach everything at first, but they can play with it and discover how far they can get so that the process could be viewed as useful, effective and fruitful [21].

In the case of language teaching, the use of drama education seems to be more beneficial since it can eventually lower anxiety and stress, at the same time, it can place students into fictional scenarios in which they can use the target language in a realistic and spontaneous way. As teachers, it is necessary to provide students with meaningful learning. That learning can only be achieved by putting students into different situations in which they can see that whatever they learned or studied is useful and relevant. If learning is relevant it would probably stay longer that if students do not find a way to make use of it.

The social element of drama and its capabilities for allowing insight into non-personal matters has led to drama being seen as an educational tool rather than a separate subject. To the recognition of drama as a precise teaching instrument, which

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[21]Alvarado, *the Use of Teather and Drama Techniques to Foster Speaking Skills in the English Class*, (University of Costarica:2016) p. 311

work best when it is part of the learning process. Proponents advocate the use of drama to illustrate and deepen undertanding of other subject such as history and the sciences.

The value of drama as an educational tool consists it fostering the social, intellectual and linguistic development of the child. Heathcote has isolated the following characterictics as being particularly significant.[22]

2.1.2.5.1.1 Drama demands the co-operation of the participants.

2.1.2.5.1.2 It draws on previous experience.

2.1.2.5.1.3 It creates situation in which there is a need for precise communication.

2.1.2.5.1.4 It is experiential, threby affecting students in other than a purely intellectual way.

2.1.2.5.1.5 It challenges students to discover new truths or insights by confronting them with previously unknown predicaments.

Thus, drama have move into the mainstream of general education whereby every teacher, regardless of subject, can be expected to make use of dramatic activities to further the educational development of the students. At the same time there is the realization that different age-group have different needs and that the use of drama must be applied accordingly. The self-discovery of younger children with elements of fantasy and imagination, gives way later to exploration of relationships to society at large and social issues.

Considering the explanation above, the writer concludes that drama as an education of comprehend of characters and acting can bring the students in every situations of new knowledge of learning. Drama is not only just a text or performance that take the students to get the new skill of language but also it can help the students recognizing and understanding the students of characters they took.

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[22]Jhon Dougil, *Drama Activities for Language Learning* (Britain), P. 4.

2.1.2.6 Drama in Language Teaching

A drama is all communication, we do not talk in pattern practices and drills, we do not talk in ideas, we do not with emotion, we do not talk with feeling and must learn to add this to the words if we are going to have true communication. In performing a drama, students working cooperatively with purpose. They are using English for every aspect of the production: staging, lighting, makeup, costuming, acting, operating, curtains, or advertising. All students can be actively involved.[23]

Drama is unique teaching tool, important for language development. As we have see, in educational terms drama simulates reality, develops self-expression and enhances value judgment. In language teaching drama simulates reality, develops self-expression and allows for experiments with language.

Teaching of drama as a technique of teaching strategy could be used by using many activities in order to improve the students'speaking. With paying attention on the students skills, acting and their capability to accept the material, the technique of teaching drama will help them to get easy to understand the education.

In this case, the writer planing to give the text of comedy drama as a purpose to be memorized by each group of students for helping them communictive in acting the drama. Because the writer as the teacher will not ask the students to tell or to describe about something in English. They just memorize the text and play the role, play the story of the drama and get cooperate one another to get the happy ending of the text.

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[23]Wilga M. Rivers, *Communicating Naturally in a Second Language* (New York: Cambridge University Press, 1983),p. 25.

2.1.2.6.1 Communicative Competence

With the emphasis on the communicative approach to language teaching, greater weight is given nowadays to establishing situations in the classroom in which students employ language in meaningful manner. This derives from the basic tenet the language is above all a means of communication, not an abstract body of knowledge to be learnt. Drama can provide a framework in which students have a real to communicate.

2.1.2.6.2 Drama and the Learner

In recent years method based entirely on the idea of language through action has been devised, namely total physical response. In this method students act upon the instruction of the teacher and later give the instruction themselves. While this goes beyond the scope of drama activities, it does point to the importance of physical involvement, which is often contained in drama activies.

Drama is also an important aid in helping students become more confident in their use of a foreign language by allowing them to experience the language in operation. Awareness of the ability to use a language serves to increase motivation in that the relevance and effectiveness of the material being taught is clearly revealed. Motivation also comes through the nature of the activity itself, for a successful activity will inherent motivation. A student excitedly telling other members of this group about idea for a sketch is motivated by the creativity of task.

2.1.2.6.3 Classroom Management

A further advantage of drama activities is that can help overcome some of the difficulties of teaching mixed-ability classes. Drama activities allow weaker students to compensate for lack of language ability by using body language and general acting ability. At the same time drama can offer a solution to the problem of the large classes,

for the pair and group work involved can cater for any number of students. Drama activities should be enjoyable and rewarding if handled in the right way.

2.1.2.6.4 The Importance of Pair Work and Group Work

Pair work and group work are present ways of organizing the class while teaching speaking. In some activities pair work is essential, include questioning activities and guessing games, and enable the students to express their opinions on a given topic within the pair or group. By doing pair and group work in the lesson especially in this activities are able to provide the students with a lot more practice and also feel more comfortable to speak rather than the teacher. On the other hand, pair work and group work will create opportunities for learners' knowledge to be shared. In order to be successful, learners need to be accustomed to using English without the teacher's permanent support. Therefore, it helps students to build up or increase their independence and confidence for further conversations.

2.2 Previous Research Finding

There have been some findings related to this study. Some of them are :

Albawi in his research " Effectiveness of teaching subject using drama on the development of students creative thinking" with its purpose to develop the influence of teaching English. The result reveals that teaching English using drama is effective to improve the students' creative thinking[24].

The above finding shows that there was a significant influence by teaching English through drama and the experimental class was taken with different high score before and after testing. Related to the research proposal, the writer will apply the same

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[24] Albawi, *Effectiveness of Teaching English Subject uisng Drama on the Development od students' Creative Thinking"* (Published thesis : Tabuk University, 2014), p. 62

teaching using drama which specified in English speaking of drama comedy with the same research method of experimental.

Haerani, in her research "Improving The Speaking Skills of The Eight Year Students of SMP Negeri 4 Panca Rijang Sidrap Through Drama of Folklore" that in expression of students' participation, interest, and motivation during teaching speaking skill through drama of folklore are also improved.[25]

Listanto et al, " interactive drama as teaching strategy to improve students' competence in speaking". The result of the research reveals that text types of Interactive Drama are justifiable to improve students' competence in speaking and the application of text types of Interactive Drama increase students' interest in learning speaking. The result of the students' speaking score improvement from pre-test to post test demonstrates a significant difference[26].

The above result of teaching interactive drama will be subsequented to know further about teaching speaking through comedy drama in order to improve the students' speaking achievement.

Wahyuni in her research "Improving Students' Speaking Ability Through Forum Theatre Technique at the Third Grade of SMK Negeri 2 Pinrang". she concluded that by using forum theatre technique could help the students in speaking because this technique could ease them in speaking activities by finding much information from their partner, so they could speak fluently .[27]

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[25]Haerani, *"Improving The Speaking Skill of The Eight Year Students of SMP Negeri 4 Panca Rijang Sidrap Through Drama of Folklore"* (Unpublished Thesis: Umpar, 2013), p. Xi.

[26]Listanto et al, *"Interactive Drama as Teaching Strategy to Improve the Stduents' competence in Speaking"* (published thesis:UNHAS Makassar),p. 10

[27]Wahyuni, *"Improving Students' Speaking Ability Through Forum Theatre Technique at the Third Grade of SMK Negeri 2 Pinrang"* (Unpublished Skripsi: STAIN Parepare), p. 63 .

A thesis conducted by Lutfi Efendi, in his research entitle "Improving Students' Speaking Skills through Communicative Activities of Grade Viii Students of SMP Negeri 2 Sewon in the Academic Year 2015/2016" indicates that by conducting communicative activities there were some improvements of students' speaking skill. They gained more confidence to speak and were more motivated and willing to participate in the activities. It can proved and gain trustworthiness the researcher used some triangulation techniques. They were time, investigator, and theoretical triangulation. And as the result of it, the researcher showed the improvement of students' skill.[28]

The research results shows that using drama can improve the students' speaking. In the other problem of the writer's proposal, she intends to apply the speaking teaching by using comedy drama that consist of dialogue of humor or containts with comedy drama dialoue.

The diffrent method of the above research with this proposal is that the technique of forum theater while the writer will apply drama comedy as the technique to improve the students' speaking.

Hamid concluded that using small group discussion in the speaking class could enhance the students' speaking ability classroom interaction and they have positive attitude toward the small group discussion because they ample opportunities to speak, they are not ashamed and afraid of speaking and they have self-confidence to speak.[29]

Based on the previous research findings above, the writer concluded that there are many ways to improve student's speaking skill. From the previous findings there

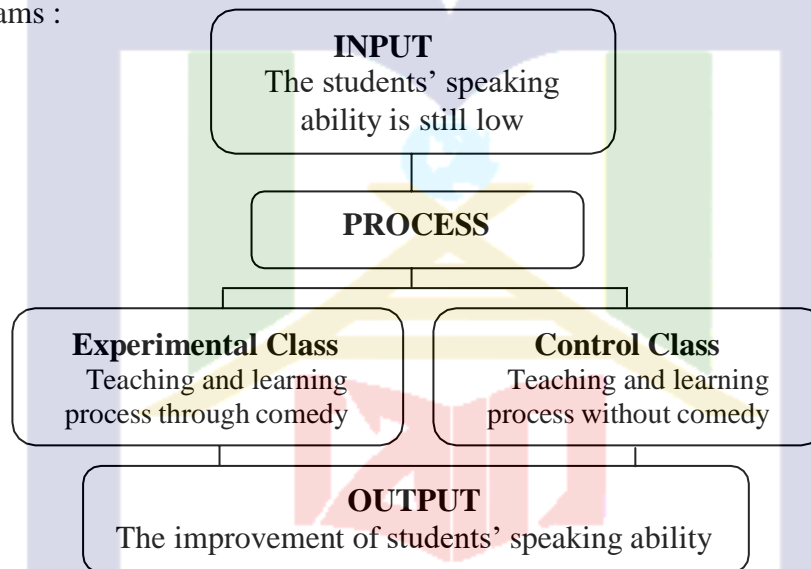---

[28]Lutfi Efendi, "Improving Students' Speaking Skills through Communicative Activities of Grade Viii Students of SMP Negeri 2 Sewon in the Academic Year 2015/2016," (A thesis: Faculty of Languages and Arts, Yogyakarta, 2016).

[29]Abdul Hamid, "Increasing the students' Speaking Ability of STAIN Parepare through Visual Dictionary Technique" (Unpublised Thesis: STAIN Parepare, 2008), p. 42.

were many techniques used to improve thse students' speaking with different methods and techniques of teaching. The techniques choosing and the method of writers were different with this research. Furthermore, By comprehending that reality, therefore the resercher find the suitable strategies to improve the students speaking in order to make their interest in learning English. In this case, the writer will use comedy drama strategy in the learning process of testing pre and post and of the teaching applying.

2.3 Conceptual Framework

The conceptual framework underlying this research is given in the following diagrams :

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        ┌─────────────────────────┐
        │         INPUT           │
        │  The students' speaking │
        │    ability is still low │
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                    │
        ┌─────────────────────────┐
        │        PROCESS          │
        └─────────────────────────┘
           │                  │
┌──────────────────────┐  ┌──────────────────────┐
│  Experimental Class  │  │     Control Class    │
│  Teaching and learning│  │  Teaching and learning│
│ process through comedy│  │ process without comedy│
└──────────────────────┘  └──────────────────────┘
        │                          │
    ┌─────────────────────────────────┐
    │             OUTPUT              │
    │ The improvement of students'    │
    │         speaking ability        │
    └─────────────────────────────────┘
```

There are three main components of the diagram above and discussed briefly below :

1. Input : It refers to the student who has low skill in English especially in speaking.

2. Process : It refers to the process of teaching by using comedy drama strategy. In experimental class, the writer will explain about the material of speaking, after that give instruction to the students how will they do comedy drama in teaching and learning the speaking process. Then, the writer will apply comedy

drama strategy in teaching speaking. While in controll class, the writer will explain about the material of speaking, after that give instrument without using comedy drama strategy in teaching and learning the speaking process.

3. Output : It refers to the result of the speaking ability of the students after following the treatment using comedy drama strategy.

2.4 Hypothesis

Hypothesis is a principle or proposition that is assumed for the sake of argument or that is taken for granted to proceed to the proof of the point in question.[30] The writer formulates the hypothesis as following:

2.4.1 Null hypothesis (H_0): The students' result of experimental class in speaking ability is lower or equals to the ideal criteria that is used.

Alternative hypothesis (H_a): the students' result of experimental class in speking ability is more or equals to the ideal criteria that is used.

2.4.2 Null hypothesis (H_0): The students' result of control class in speaking ability is lower or equals to the ideal criteria that is used.

Alternative hypothesis (H_a): The students' result of control class in speaking ability is more or equals to the ideal criteria that is used.

2.4.3 Null hypothesis (H_0): comedy drama is not better in improving students' speaking ability.

Alternative hypothesis (H_a): comedy drama is better in improving students' speaking ability.

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[30]"Hypothesis",The Free Dictionary. http://www.thefreedictionary.com/hypothesis, (October, 8th 2018)

2.5 Variable and Operational Definition

2.5.1. Variable

There are two variables involved in this research namely independent variable and dependent variable.

1. The independent variable is the comedy drama strategy.

2. The dependent variable is the students' speaking ability of the first grade of SMA Negeri 3 Parepare.

2.5.2. Operational Definiton

1. Comedy drama is a strategy of speaking that the writer will apply in the classroom to improve the students speaking ability. Comedy drama refers to the contente of drama that consist of comedy/humorous words or sentences that will be put in the drama script.

2. Students' speaking ability is the activity to express ideas and feelings or of giving people information.