CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Research Finding

The finding of this research deals with the classification of the students' pre test and post test. This part explains to answer the three problems research of the research. They are the students' score before and after of experimental class, the students' score before and after of control class and the explaining of how the comedy drama more effective than convensional way to improve students' speaking ability.

There are two kinds of groups, the first is experimental class and the second is control class. The different treatment were applied to the two classes, the experimental class was taught through using comedy drama, and the control class was taught through the teacher's usual method in teaching. Both of them were taught the same materials in the same month. At the end of treatment, the experimental class and the control class received a post-test, and the result of the two test compared to find the signifant differences between the experimental class and the control class.

4.1.1 The Students Score Before and After the Experimental Class in Improving Students Speaking Ability

This part presented the result of data analysis about the speaking ability through comedy drama strategy from the first problem statement of the research. The analyzing data of pre-test and post-test were done to categorizing them to see the differentiation before and after the treatment given by the writer to the First Grade Students of SMA Negeri 3 Parepare.

4.1.1.1 The Students' Score in Pre-Test Score of Experimental Class

The pre-test had done before giving the treatment of comedy drama in experimental class. It was conducted on Tuesday, November 23th, 2019. The students were given a pre-test. The writer found out the result of the students pre-test based on the scoring of speaking rubric before giving a treatment through comedy drama which were analyzed and resulted in the information, the data of the table 4.1 showed the total score of students in pre-test:

Table 4.1 The students' Score Pre-Test in Experimental Class

No	Name	Accuracy	Fluency	Comprehensibility	Total	Score
1	AP	3	3	2	8	44
2	DS	4	3	4	11	61
3	DD	2	2	3	7	39
4	EK	3	3	3	9	50
5	ER	3	2	3	8	44
6	HS	4	3	5	12	67
7	IK	2	2	3	7	39
8	IK	3	2	3	8	44
9	IA	2	2	5	9	50
10	MC	2	2	3	7	39
11	MS	2	2	3	7	39
12	NR	4	4	5	13	72
13	NR	2	2	2	6	33
14	SB	2	3	3	8	44
15	ST	4	3	4	11	61
16	YR	1	1	3	5	28
17	SN	2	3	4	9	50
18	ST	1	1	2	4	22
TOTAL SCORE					$\Sigma= 149$	$\Sigma=826$

(Source: the students' score in pre-test of experimental class)

4.1.1.2 The Students' Score in Post-Test of Experimental Class

The writer found out the result of the students post-test based on the scoring of speaking after giving a treatment through comedy drama which were analyzed and resulted in the information of the data in the scoring table, it was consist of the students' speaking category of accuracy, fluency and comprehensible. The data in the table 4.3 showed the total score of students in post-test as follow:

Table 4.2 The Students' Post-test Score in Experimental Class

No	Name	ccuracy	Fluency	Comprehensibility	Total	Score
1	AP	5	5	6	16	89
2	DS	5	5	6	16	89
3	DD	4	5	6	15	83
4	EK	2	5	4	11	61
5	ER	2	4	4	10	56
6	HS	4	5	5	14	78
7	IK	3	3	4	10	56
8	IK	2	4	4	10	56
9	IA	4	5	5	14	78
10	MC	2	3	3	8	44
11	MS	3	2	4	14	78
12	NR	5	5	6	16	89
13	MR	2	3	3	8	44
14	SB	3	4	4	11	61
15	ST	5	6	6	17	94
16	YR	3	3	4	10	56
17	SN	3	4	4	11	61
18	ST	2	3	4	9	50
TOTAL SCORE					**Σ= 220**	**Σ=1223**

(Source: the students' score in post-test of experimental class)

After presented the data as on the table above, then classify the data in five classifications by looking at the table 4.3 below:

4.1.1.3 Scoring Classifications Achievement of the Students in Experimental Class on Pre-test and Post-test

Table 4.3 The Rate Percentage of the Students' Pretest and Posttest Score in Experimental Class

No	Classification	Scores	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	0	5	0	27.78%
2	Good	66-79	2	3	11.11%	16.67%
3	Fair	56-65	2	7	11.11%	38.89%
4	Poor	40-55	7	3	38.89%	16.67%
5	Very Poor	≤ 39	7	0	38.89%	0
	Total		18		100%	

Table 4.3 shows that the average score of students before implementing comedy drama activities represented that most of students' speaking skill got poor and very poor classification. As the result of it, the writer approximated that the speaking achievement of the students was low, because they were still shy to speak, lack of motivation in learning English and they could not dispense their skill especially in speaking. After giving treatment through comedy drama activities no one student got very poor, it is different from students' percentage before giving treatment because the students' speaking achievement after treatment bigger than before implementing comedy drama strategy. It could be proven that teaching speaking through the strategyleads the students have motivation and more interest in learning English. It could say that comedy drama strategy is significant.

4.1.2 The Students Score Before and After without Treatment in Control Class

This section described the result of data analysis pre-test and post-test in control class in SMA Negeri 3 Parepare:

4.1.2.1 The Students' Score of Pre-test in Control Class

  In this pre-test the writer also gave the questions seems like in the experimental class. The pre-test had done before starting the lesson without the treatment of comedy drama. It was conducted on Tuesday, November 23th, 2019. The students were given a pre-test. The writer found out the result of the students pre-test which were analyzed and resulted in the data follow:

Table 4.4 The Students' Score Pre-Test in Control Class

NO	Name	Accuracy	Fluency	Comprehensibility	Total	Score
1	AB	2	1	3	6	33
2	ATS	2	3	4	9	50
3	AN	3	3	4	10	56
4	AULI	3	4	4	11	61
5	DS	1	2	3	6	33
6	ELVI	2	3	3	8	44
7	IA	3	3	3	9	50
8	JUS	2	2	3	7	39
9	MI	2	3	2	7	39
10	MY	4	4	4	12	67
11	NH	1	2	3	6	33
12	NUR	3	4	4	11	61
13	OI	3	4	4	11	61
14	SR	2	2	4	8	44
15	RD	1	2	2	5	28
16	DA	2	2	3	7	39
17	DP	2	3	3	8	44
18	AI	1	2	3	6	33
TOTAL SCORE					$\Sigma=147$	$\Sigma=815$

(Source: the students' score in pre-test of control class)

4.1.2.2 The Students' Score in Post-Test of Control Class

  The writer found out the result of the students post-test based on the scoring of speaking test.

The data of the table 4.5 showed the total detail data score of students in post-test:

Table 4.5 The Students' Score Post-Test in Control Class

No	Name	Accuracy	Fluency	Comprehensibility	Total	Score
1.	A	2	1	3	6	33
2.	ATS	3	4	5	12	67
3.	AN	3	4	4	11	61
4.	AULI	3	4	3	10	56
5.	DS	2	2	4	8	44
6.	ELVI	3	3	5	9	50
7.	IA	1	2	3	6	33
8.	JUS	1	2	2	5	28
9.	MI	3	4	4	11	61
10.	MY	4	5	4	13	72
11.	NH	2	3	4	9	50
12.	NUR	3	3	5	11	61
13.	OI	3	4	5	12	67
14.	SR	3	4	4	11	61
15.	RD	2	3	6	11	61
16.	DA	2	3	4	9	50
17.	DP	4	4	5	14	78
18.	AI	3	4	4	11	61
TOTAL SCORE					Σ=179	Σ=994

(Source: the students' score in post-test of control class)

4.1.2.3 Scoring Classifications Achievement of the Students in Control Class on Pre-test and Post-test

Table 4.6 The Rate Percentage of the Students' Pre-test and Post-test Score in Control Class

No	Classification	Scores	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	0	0	0	0
2	Good	66-79	1	4	5.56%	22.22%
3	Fair	56-65	4	7	22.22%	38.89 %

4	Poor	40-55	5	4	27.78%	22.22%
5	Very Poor	≤ 39	8	3	44.44%	16.67%
Total			**18**		**100%**	

Five classifications as table 4.6 shows that before taught without treatment indicated that many students got vey poor. It was also signify that the skill of students was also still fairly satisfactory. So, the students need the way to increase their skill in English especially in speaking. By the result of it, the writer taught them without comedy drama strategy, and it also proved and have different percentage of students' score before and after based on the result above because there were three addition in good classification.

4.1.3 The Different Improvement of Students' Speaking Ability between Experimental Class and Control Class

To know was implementing comedy drama better than conventional way as follow:

4.1.3.1 The Score of Pre-test and Post-test in Experimental and Control Class

4.1.3.1.1 Experimental Class

To calculate speaking score of pre-test and post-test in experimental class, the writer included in the following table.

Table 4.7 The Worksheet of the Calculation of the Score on Pre-Test and Post-Test of Experimental Class

No	(Pre-test) X_1	(Post-test) X_2	X_1^2	X_2^2	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1.	44	89	1936	7921	45	2025
2.	61	89	3721	7921	28	784
3.	39	83	1521	6889	44	1936
4.	50	61	2500	3721	11	121
5.	44	56	1936	3136	12	144

No						
6.	67	78	4489	6084	11	121
7.	39	56	1521	3136	17	289
8.	44	56	1936	3136	12	144
9.	50	78	2500	6084	28	784
10.	39	44	1521	1936	5	25
11.	39	78	1521	6084	39	1521
12.	72	89	5184	7921	17	289
13.	33	44	1089	1936	11	121
14.	44	61	1936	3721	17	289
15.	61	94	3721	8836	33	1089
16.	28	56	784	3136	28	784
17.	50	61	2500	3721	11	121
18.	22	50	484	2500	28	784
∑	**826**	**1223**	**40800**	**87819**	**397**	**11371**

(Source: Result of Research)

4.1.3.1.2. Control Class

To calculate speaking score of pre-test and post-test in control class, the writer included in the following table:

Table 4.8 Worksheet of the Calculation of the Score on Pre-Test and Post-Test of Control Class

No	(Pre-test) X_1	(Post-test) X_2	$X_1{}^2$	$X_2{}^2$	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1.	33	33	1089	1089	0	0
2.	50	67	2500	4489	17	289
3.	56	61	3136	3721	5	25
4.	61	56	3721	3136	-5	25
5.	33	44	1089	1936	11	121

6.	44	50	1936	2500	6	36
7.	50	33	2500	1089	-17	289
8.	39	28	1521	784	-11	121
9.	39	61	1521	3721	22	484
10.	67	72	4489	5184	5	25
11.	33	50	1089	2500	17	289
12.	61	61	3721	3721	0	0
13.	61	67	3721	4489	6	36
14.	44	61	1936	3721	17	289
15.	28	61	784	3721	33	1089
16.	39	50	1521	2500	11	121
17.	44	78	1936	6084	34	1156
18.	33	61	1089	3721	28	784
∑	**815**	**994**	**39299**	**58106**	**179**	**5179**

4.1.3.2 The Mean Score and Standard Deviation in Experimental and Control Group

After calculating the raw score seems like the table above, then determined the mean score and standard deviation of pre-test and post-test both in experimental group and control class. The result of the mean score and standard deviation of pre-test and post-test for experimental class and control class, the writer presented the table below:

Table 4.9 The Mean Score and Standard Deviation

Class	Mean score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	45.89	67.94	13.05	16.67
Control	45.28	55.22	11.88	13.75

Table 4.9 shows that the students' speaking ability in experimental class and control class almost have the same skill before treatment. It can be seen from the mean score gained by the students in experimental class and the mean score in control class was only a slight difference score. But after treatment (post-test), the main score obtained by the students in experimental class (67.94) is also higher than the main score in control class (55.22). The result score both in experimental and control class before and after treatment were increase. It means after implementing comedy drama strategy in experimental class and without implementing comedy drama strategy in control class the students' English speaking skill found the improvement.

Meanwhile, the standard deviation of the students in experimental class was higher than standard deviation in control class. It indicated that the students' speaking ability in experimental class was varied than the students in control group whether in pre-test or post-test. But the conclusion from the table 4.9 shows the standard deviation in experimental and control class in pre-test and post-test were lower than the mean score in experimental and control class, it means the mean score was able to used as the representative of whole the data.

To know the different improvement of students' speaking skill through comedy drama strategy as experimental class and without implementing comedy drama strategy as control class, the writer indicated the mean score in following table:

Table 4.10 Different Score of Students' Pre-test and Post-test in Experimental and Control Class

Class	Mean score		Different score
	Pre-test	Post-test	
Experimental	45.89	67.94	22.05
Control	45.28	55.22	9.94

Table 4.10 shows that there were different improvement of students' value in experimental class and control class, although both of them exist raising score after giving treatment. As the table 4.10, it can be proven that there was difference of speaking achievement between experiment and control class. The mean score in experimental class (22.05) was higher than the mean score in control class (9.94) or 22.05 > 9.94. It means that the students' speaking ability after implementing comedy drama strategy as experimental class was more significant increasing than the students speaking ability without implementing comedy drama or through conventional way as control class.

4.1.3.3 T-test Value and T-table Value

Table 4.11 The Result of T-test and T-table Value

T-test for Experimental Class	T-test for Control Class	T-table Value
7.55	2.98	2.021

T-test value of the students in experimental class (7.55) was higher than t-table value (2.021) as the table 4.11 from the analysis after giving treatment. While T-test value of the students in control class (2.98) was higher than t-table value (2.021) as well. According to statistical hypothesis, if t-table value was lower than t-test value, H_a is accepted and H_0 is rejected. It meant that implementing comedy drama strategy able to improve students' speaking ability at the first grade of SMA N 3 Parepare. But, there was significant difference score between the students who taught by treatment and taught by conventional way or without treatment. Based on the table of the t-test and t-table value above said that t-test in experimental class was higher than t-test in control class. Therefore, the writer conclude that applied comedy drama strategy to improve speaking was one of the good way to lead the students more attracted in learning English especially for speaking.

4.1.3.4 N-gain Value

4.1.3.4.1 Experimental Class

Table 4.12 Score N-gain in Experimental Class

No	Name	Pre-test	Post-test	N-Gain
1	AP	44	89	0,80
2	DS	61	89	0,72
3	DD	39	83	0,72
4	EK	50	61	0,22
5	ER	44	56	0,21
6	HS	67	78	0,33
7	IK	39	56	0,28
8	IK	44	56	0,21
9	IA	50	78	0,56
10	MC	39	44	0,08
11	MS	39	78	0,64
12	NR	72	89	0,61
13	MR	33	44	0,16
14	SB	44	61	0,30
15	ST	61	94	0,85
16	YR	28	56	0,39
17	SN	50	61	0,22
18	ST	22	50	0,36

4.1.3.4.2 Control Class

Table 4.13 Score N-gain in Experimental Class

No	Name	Pre-test	Post-test	N-Gain
1	A	33	33	0,00
2	ATS	50	67	0,34
3	AN	56	61	0,11
4	AULI	61	56	-0,13
5	DS	33	44	0,16
6	ELVI	44	50	0,11
7	IA	50	33	-0,34
8	JUS	39	28	-0,18
9	MI	39	61	0,36

10	MY	67	72	0,15
11	NH	33	50	0,25
12	NUR	61	61	0,00
13	OI	61	67	0,15
14	SR	44	61	0,30
15	RD	28	61	0,46
16	DA	39	50	0,18
17	DP	44	78	0,61
18	AI	33	61	0,42

4.1.3.5 The Process of Learning Comedy Drama to be Able to Improve the Students' Speaking Ability

This part of research describes to answer the third problem research which explains the process of teaching speaking through comedy drama to experimental group and teaching speaking through drama without giving the treatment to the control group of the first students of SMA Negeri 3 Parepare. The process of the learning consist of some activities of teaching.

4.1.3.5.1 Teaching Comedy Drama as the Treatment of the First Grade Students of SMA Negeri 3 Parepare.

The class was begun after the writer giving the pre-test as the measurement to know further about the students ability in speaking and the result prove that there were still many students couldn't understand what the writer asking in the pre-test and they were difficult to say something in English when the students tried to answer the writer's question. There were some activities done by the writer teaching the comedy drama as follows:

4.1.3.5.1.1 Students' Improvement in Memorizing and Making Script of Comedy Drama

Writer tried to help the students in improving their speaking. The first meeting the writer asked the students to read the script by paying attention on their

pronunciation. The writer prepared to pay attention on their script to be read over and over. This is done to habituate the students with the script that was going to be used in the drama. At the same time the writer read the script and the students repeat the words by words with a correct pronunciation. Students for beginning felt enthusiast even though some of them still difficult to pronounce the words and sentences of the drama script.

This method of teaching by memorizing the drama script came off every meeting to be easy in planning the action of their comedy drama. Beside that, the writer asked the students to perform their body languages based on their character from the script. This is done to train the students enriching their vocabularies and prepare their better pronunciation. At the end of the activities in every meetings the writer asks the students to discus in ever groups making their own script to be practiced in the classroom. they were also asked to put the different words or vocabularies to be put in the script in order to be memorized with the new sentences when they try to perform their drama in front of their friends.

The students respond to the memorizing and making script at the beginning made them difficult to find the text which is contain of comedy and include in new vocabularies. However the writer asked them to divide their self in making the script in order to get them to be collaborative and creative students with their groups. They were helping one another in order that their job to make the script can be easier done with their group and they also did not forget to memorize the new vocabularies they found in every different script of comedy drama they made. This is show that the memorizing technique of the drama can help the students enrich their vocabularies to make them easier to say something in English.

Memorizing and making script of drama also done by practicing the words and drilling them in the group of speaking or doing it with face to face practicing in the classroom. they were enthusiast to follow the writer instruction in giving them time to practice their vocabularies as face to face then continued to practice their speaking performance through their comedy drama action.

4.1.3.5.1.2 Students Improvement in Playing the Comedy Drama

After doing the memorizing of the text and also making the drama scripts based on the writer instruction, the students were asked to practice and playing their role in the comedy drama script. This is called as role playing to play the different role of the subject based on the story and the players of their comedy drama script. Some of the script of the topics tells the story about the students in the school. The background also tells the story in school's environment.

The first and the second day the students still feeling nervous and some of them still take their script because they were afraid of making mistake that they will forgot the sentences of their role in the comedy drama they playing in. Sometimes the writer help them to improve their body languages so that it looked like they were playing their real life. After playing the drama, the writer asks the others students to give their description on their friends' performance. Some students gave their comment about their friends acting by using English to stimulus the other students telling their feeling in English. Feeling shy and inconvenienced still be felt by some students because only some students practice and speak by using English.

The third and fourth day the students began to improve their self by trying to play the drama without asking the writer to wait them prepare what they are going to say and to perform in front of the class. They also were trying very hard to speak in English in every single and easy word to be translated to English. They began to ask

the teacher what they really afraid to make mistake to say something in English. Some of naughty students also disturb the other friends who try to be serious in learning and practicing their English.

The fifth and sixth day was the last treatment and practice for the students. The writer has seen many differentiate of speaking performance from the students. This is seen from their self confidence, less of feeling afraid and inconvenience and did their performance well without using drama script on their hands. The writer challenges them by giving them text to be explained in English with using their own words. They are explaining about their hobby, place that they wanted to visit and tells about their experiences that they couldn't forget in their life.

4.2 Discussions

In this part will explain the discussion about the result findings that showed in the previous chapter. This section of this research will provides insight about the students' English speaking skill before and after treatment through comedy drama in experimental class, then explained students' English speaking skill before and after the conventional way in control class, and the last explained the significant different improvement of students' speaking skill between experimental class and control class. It is based on the problem statement that exist in chapter I.

4.2.1 Students' Speaking Skill Before and After Treatment of Comedy Drama at Experimental Class

Before implementing comedy drama strategy based on the result finding, it found the students' skill in speaking was still low. The classifications of students in speaking a lot of students got poor and very poor. It proven that speaking skill of students is not good enough, the writer discovered that, the students are still less on the accuracy aspect. Those happened because beside students were still shy to say

something in front of their friends or lack of confidence, they also still lack of motivation to study duo to was not attractive about English and also they cannot remembering anything to say in English, these problems supported by Rivers in Lai Mei Leong's journal who thinks that learners often have nothing to say because their teachers had selected a topic that is not appropriate for them and less information about it and the learners is very difficult to tell things in a foreign language because they have little opinions about what to say and which vocabularies to apply. Besides that, Hui Ni added the opinion that students who lack of confidence are usually found the fearful, timid, and bashful to express their opinion or feelings and even unable to utter a complete meaningful sentence in a class. Therefore, self-confidence is one of the significant factors which profoundly influences the learners' performance[1].

By the result of it, the alternative way to solve the problems or inhibitions that the students faced, the writer gave the treatment through comedy drama strategy, it supposed that this activity is able to improve students' English ability especially in expressing something what they want to say to others and try to lose inhibitions faced by students. Teaching by comedy drama brings fun into the classroom. Students learn so much more while having fun, rather than sitting in a classroom doing past papers. This way, they are inspired and motivated, creating a better learning environment in schools.

Besides that, comedy drama strategy is also concern with the activity which doing with pair work and group work that enable students to express their opinions, and it is very essential to improve their speaking. According to Penny Ur in chapter II,

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[1]Hui Ni, "The Effects of Affective Factors in SLA and Pedagogical Implications," *Theory and Practice in Language Studies*, Vol. 2 no. 7 (July 2012), p. 1509. (http://pdfs.semanticscholar.org/8d1a/) (accessed January 17, 2020).

who said that using pair work or group work is able to provide the students with a lot more practice and also feel more comfortable to speak. On the other hand pair work or group work will create opportunities for learners' knowledge to be shared. Therefore, it helps students to build up their confidence for further conversations. Moreover, use pair work can reduce the inhibitions of learners who are reluctant to speak in front of the class.

In this treatment of experimental group there were six meetings, the first and second meeting the students still feeling nervous and some of them still take their script because they were afraid of making mistake, the third and fourth meeting the students began to improve their self by trying to play drama without asking the writer to wait them prepare what they are going to say and to perform in front of the class, and in the fifth and sixth meetings the writer has seen many differentiate of speaking performance from the students, that is seen from their self confidence, less of feeling afraid, and inconvienence and did their performance well without using drama script on their hands.

In that six meetings, the students were very happy and have enthusiasm to speak, because the situation in the class was enjoy and they like the material what the writer gave, as Jeremi Harmer assumes that one of the main task for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic that may influence the students[2]. Besides that, Ni stated that the motivation directly influences how much knowledge they gained from language learning. With high motivation, students have enthusiasm and spirit in learning English.

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[2]Jeremy Harmer, *How to Teach English*: *an Introduction to the Practice of English Language Teaching* (Edinburgh Gate: Longman, 1998), p.20.

By doing this activities, many students more motivated and confidence to speak in front of the class after they found the partner. Ni assumes that students have much confidence in learning language sure that they have ability the language well and because of that they will perform very actively in classroom. Therefore comedy drama strategy gave the students awareness that learning English is easy and fun. Furthermore, this research was also supported by the writers related to this research in teaching speaking skill through communicative activities, it was from Lutfi Efendi, in his thesis indicated that 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. Harmer supported the statement that communicative activities are having purposed in developing students' ability to use language to interact with people. Beside that the research also from Adi in his journal with the title Implementing question and answer technique to enhance students' speaking ability, who said that this activity is able to improve students' speaking on expressing daily activities. From the other research which related of this research proved that this activity is good. Addition, by doing this activities, the students feel more enjoyable to speak in classroom process.

From the explanation above, the writer concluded that the students feel enjoy when they are learning with fun way, in this case of learning English through comedy drama strategy, every student talk in the classroom and it was not dominated by a minority talkative participations, but everybody get a chance to speak. It is based on the Ur's opinion. Besides that, student who could not speak a lot, he/she still have motivation to express their feeling because there was no compulsion to speak with good grammar, yet they free to say something what they want to say, that is why all learners active in doing this activity, so this activity is effective as Friederike Klippel said that learning is more effective if the learners are actively involved in the process.

In addition, to know the successful of this activity, the writer described the achievement of students' English speaking skill by look at the data in post-test. Based on the data, when the writer have given the treatment through comedy drama, the students' speaking skill found some improvement in different classification, because nobody got very poor after treatment or from very poor to good classification and also from poor to very good classification. In posttest the students experience an increase in the accuracy while in pretest previously, although the fluency and comprehensibility higher than it, yet it was just a little different score. But the point is, this treatment is said to succeed. As the conclusion, after giving treatment through comedy drama strategy the students' speaking ability is good and effective for students in learning process, because everybody wanted to participate in it. Harmer stated that with this activity are helpful to motivate quiet students to participate in the class by doing the interaction with friends or their pairs. This statement also supported by Porter who asserts that with this communicative technique develops students' fluency, increases students' motivation as well as create the classroom interaction.[3]

4.2.2 Control Class

Learning situation in control class brings the different condition which is different from the experimental class. Because the students only do their learning when they are studying the speaking without using the comedy drama. The writer as usual taught them based on the lesson plan from school and the material is about description text and announcement, and do some activities from the first until the last day after they were giving the post test.

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[3]Cesar Ochoa, *et al*., "The Effect of Communicative Activities on EFL Learners' Motivation a Case Study of Students in the Amazon Region of Ecuador," *Research Articles*, Vol. 18 no. 2 (July-December 2016), p. 46. (www.scielo.org.co/scielo.php?pid=S0123-46412016000200004&script=sci_abstract&tlng=en) (accessed January 17, 2020).

The first day meeting surely the writer gave the test as the pre-test to see the students ability and their comprehending in speaking. The writer asking them answer her question about English in spoken. The questions were about hobby, goals and reason of visiting some places they want. There were 18 students were involving in the post-test however most of them did not feel comfortable of the interview or the pre-test session.

The second day's learning until the last day, the writer began to give them the subject of learning as the teaching material for them in order to improve their speaking ability. Some of them following the learning process with enthusiast but some others students were feeling bored and begun to show their sleepy voice when trying to learn the topic of the English. They realized that their English was very low and they have to pay attention on the teacher's explanation however they don not full focus to pay attention on the teacher's explanation.

4.2.3 The Different Improvement of Students' Speaking Ability between Experimental Class and Control Class

From the result above, the writer can conclude that comedy drama strategy in experimental class and conventional way or without treatment in control class there were any improvement both of them. But to know that implementation of comedy drama better to improve students' speaking ability than conventional way, the writer found the different from the t-test value who exist in table 4.11. The score in experimental class higher than the score in control class, it can be seen from the different amount of variance score for experimental class was 7.55, while control class was 2.98 (7.55>2.98). Therefore, comedy drama more effective improved than conventional way.

According to writer, based on the observation as doing the research, there were significant different improvement both of them, the writer has observed the students when joined this material by implementing comedy drama in experimental class. The students were very enthusiasm and attractive to speak in English. The students feel enjoy the topic and material what the writer gave and also they enjoy the way of comedy drama strategy. Moreover, this activities let the learners have more time and opportunities to talk. It because of the learning environment more relaxed. Therefore, the students are excited and motivated, rather than fearful about learning a foreign language. Addition supported from Ur that make a careful choice of topic and task, because it can stimulate interest of students. On the totally, the distinct the purposes of this activity more motivated participants to speak. And also, Radzi in Nina Marlini's journal support that this activity encouraged students' participation and prepared students for real-life communication and it could encourage low proficiency students to participate because they did not feel shy when working in pairs.[4]

On the contrary, in control class, the students actually have also enthusiasm to learn. But the deficiency of this method was exist in students motivation to speak, because just the talkative participant who want to speak. For the students who feel shy to talk, they would not speak at all although the writer forced or motivated them to say something, and most of them worried about making mistakes when they are trying to say things in a foreign language in the classroom. As Kristin Hammond said that the class discussion allows a few individual students to dominate the class conversation. It can be used only to students who have some basic knowledge in the topic or theme discussion and some of the students may feel shy or reluctant to take part while others

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[4]Nina Marlini Ahmad, et al., The Impact of Communicative Approach on Students' Speaking Skills," *Journal of Business and Social Development*, Vol. 2 no. 1 (March 2014), p. 65 (jbsd.umt.edu.my/wp-content/uploads/sites/53/2014/08/8.) (accessed November 7, 2018)

may try to dominate. From that, class "Discussion" had some limitations for making students feel difficult to talk in classroom. By the result of it, the students' speaking skill in experimental group more motivated students to speak than in control group.

The conclusion, to find out the statistical hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the writer applied t-test formula at the level of significance with α = with degree of freedom is df = N1+N2-2 (18+18-2=**34**). According to Sugiyono if t-table was lower than t-test value it means H_a is accepted and H_0 is rejected.

This research found that the t-test value is 7.55 greater than t-table value 2.021(7.55>2.021). It meant that H_a was accepted and H_0 was rejected or in the other word implementing comedy drama is able to improve students' speaking ability at the first grade of SMA Negeri 3 Parepare.

The third and the fourth days the students as well were given the topic of the speaking subject but this time the writer try to help them improve their speaking with doing some discussion to the students. They can explore their ideas to think about the topic however most of them only used to speak bahasa. They were difficult to transfer their knowledge to English so the writer just ask them to memorize some vocabularies before doing the discussion. This was done to help them improve their speaking with better speaking ability improvement.

The fifth and the sixth days the writer saw the improvement even though she thinks that they will be better to speak and in speaking good ability when they were given the treatment as in experimental class. She also thinks that by did not applying the treatment the situation shown their low motivation and enthusiast of learning the speaking subject which was shown by the students' feedback and result of their speaking practice. However some of them have a good ability in speaking that could

help the others friends to be motivated in learning both the theory or the practicing English in daily. The writer did the test as the post-test of the students speaking ability evaluation. The test was running well even more some of the students still get confuse to arrange their speaking of their sentences however the writer could appreciate that they have done their best.