



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Some experts have various definitions about speaking. Louma (2009:10), states that speaking is a process of person who uses their voice to speech meaningfully. In the same point, Chaney (1998:13) states that speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts. It means that speaking is common communication where the people can send their idea or expressing. In learning process, the teacher speaks to students to share the information or to give some of knowledge.

Brown and Yule (1989) state that spoken language consists of short, often fragmentally utterances in a range of pronunciation. It is related to an ability to express meaning through words pronounced by a speaker. In addition, this is a skill which generally has to be learned and practiced. There are two functions in speaking, transactional and interpersonal function. According to Thorn Burry (2005:13), the purpose of a transactional function is to deliver certain information and to facilitate the exchange of goods or services. The example of the transactional function is handling a traveler in travel agency. Additionally, the purpose of an interpersonal function is to establish and to maintain social relation.



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As a speaker, consciously or unconsciously, people use their speech to create an image of themselves to others. According to Louma (2009:10), the speakers create a texture for their talk that supports and enhances what they are saying. They use speed and pausing, and variations in pitch, volume, and intonation, when they are saying.

Nunan (1989:32) states that who indicates ten components which build in successful communication. They are the ability to articulate phonological features of the comprehensibly, mastery of stress, rhythm, intonation pattern, an acceptable degree of fluency, transactional and interpersonal skills, skills in taking short and long speaking terms, skills in management of interaction, skills in negotiating meaning, conversational listening skills (successful conversation acquire good listener as well as good speakers), skills in knowing about and negotiating purpose of conversation, using appropriate conversational formulae and fillers. It means that the ten indicates are important components that should be mastered by a communicator to make successful communication.

Based on the experts, the students can use a language for communicating. The students can share their opinion with others. Furthermore, they can communicate both verbal and non-verbal communication for making their image in the social relationship. Therefore, the students should be mastered some components to make successful communication.



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2.2. Speaking Ability

To speak means to interact with others. It is an activity involving two or more people in which hearers and speakers have to react to what they speak (Johnson and Morrow, 1981:70). It means that speaking is one of the ways to communicate each other to get any information and it is not an easy activity to do. According to Brown (2001:270-271), there are eight factors that make speaking difficult. The factors are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and the last one is interaction. The factors are described as follows. The first is clustering. The characteristics of clustering refer to fluency in speech. It makes speaking difficult, because a fluent speech is a phrasal not word by word. The second is redundancy. Redundancy tells about the opportunity of the speaker to provide the clearer meaning. The third is reduced forms. Students should learn the reduced forms in order to make their speaking better. Afterwards, when the students do not learn about colloquial construction, it will be a poor quality of speaking. The colloquial construction means that the students reasonably well acquainted with their daily conversations' words. The next factor is self-esteem variables. Students can show their self-esteem of hesitations, pauses, backtracking and correction, such as the use of "fillers" like uh, hmm, a, and, okay, as we know, etc.

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The teacher should give the students “time” to pause and then continue their self-esteem. The other factors are stress, rhythm and intonation. English has its own stress, rhythm, and intonation which belong to the pronunciation aspect which differs from other languages. Those are important in English because different stress, rhythm and intonation convey different meaning and are thus important to give the message clearly. Finally, the last factor is interaction which needs the creativity of conversational negotiation.

In addition, Spratt, Pulverness and Spare (2005:34) state that when people are speaking, they usually use a different aspect of speaking. There are two main aspects of speaking, fluency and accuracy. Fluency means being able to communicate with a language easily and well. In addition, accuracy in speaking is the ability to produce correct sentences using correct grammar, vocabulary and pronunciation.

The macro and micro skills above show that the students need to learn the forms of language as well as the functions of language. In the teaching of speaking, they are introduced to the pieces of language to see the whole part of it. It is expected that showing the macro and micro skills of speaking to them could help them convey and negotiate meanings of language.

2.3. Teaching Speaking

Teachers and students are playing actors during teaching learning activities in the classroom. They have their own role in the teaching

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learning process. According to Harmer (2001:347-348), there are three important roles of teacher to make the students speak fluently. The described as follows.

First of all is as a prompter. In this case the teacher cannot help the students when they lost their idea. Sometimes students are silent during their conversation. Without disrupting them, it will stop the sense of frustration for some students when they lose their language or ideas. The second role of teacher is as a participant. In this case the teacher can be participant among the students. The teacher can join one or two groups as an ordinary participant during the teaching learning process. Even if, the teacher can join the activity, the teacher cannot interrupt the activity too much. The last is feedback provider. The teacher can give feedback to students, when they have completed their activity. The teacher will tell and respond to the students concerning to the content of the activity as well as the language used.

The students' roles are as communicators to be actively engaged in negotiating meaning. This is done to make them understand and also the others even when their knowledge of the target language is complete. Since the teacher's role is less dominant, students are seen as more responsible managers of their own learning.

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2.4.Principles of Teaching Speaking

In the speaking activities, it is very important for the teacher to acquire the ability to teach appropriately. According to Shumin in Richards and Renandya (2002:208), state that speaking is one of the central elements of communication. In EFL teaching, speaking is an aspect that requires special attention and instruction. In order to provide effective instruction, it is necessary for EFL teachers to carefully examine the factors, conditions, and components that underlie speaking effectiveness. In addition, interaction in teaching speaking is also key improve EFL learners' speaking ability.

In addition, Nunan (2003:54) states that there are some principles of teaching speaking that should be mastered by the teacher of language. Those principles are as follows.

- 1) The teachers should aware of the differences between second language and foreign language learning contexts. The difference context between second language and foreign language is very crucial. In the foreign language context is very challenging, because the students only have few opportunity to speak in their environments. Most of the people around them use their mother tongue rather than the foreign language. Meanwhile, in the second language context, English is used to communicate in the society like English in UK and Singapore.
- 2) The teachers should give students practice with both fluency and accuracy. Fluency and accuracy are important in speaking skills.

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Teachers need to develop their students' fluency and accuracy by giving a lot of practice of speaking.

- 3) The teachers should provide opportunities for students to talk by using group work or pair work and limiting teacher talk. Teacher should be limitation her/his talk in the class, in order to give the students opportunity to speak during teaching-learning process in the class. Teacher can make a group work or a pair work for the students to speak effectively.
- 4) The teacher should plan speaking tasks that involves negotiation for meaning. Speaking tasks mean activities to communicate appropriately and effectively with others in the target language. The negotiation for meaning happens when the students try to understand what others said by asking clarification, confirmation or explanation.
- 5) The teacher should design classroom activities that guided and practiced in both transactional and interpersonal function there are two purposes in the speaking function. They are transactional and interpersonal functions. The purpose of a transactional function is to deliver certain information and to facilitate the exchange of goods or services. The example of the transactional function is handling a traveler in travel agency. Additionally, the purpose of an interpersonal function is to establish and to maintain social relation.

In line with the texts above, Brown (2001:275) states that there are some principles for designing techniques in teaching speaking. He

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said that the speaking techniques should use techniques that covers learners need, carried out the accuracy, fluency and meaning. It means that the tasks should include techniques, but do not bore the students. Then, the techniques should provide intrinsically motivations. After that, the techniques should encourage the use of authentic language in meaningful contexts. Next, the technique should provide appropriate feedback and correction. Also, the technique should take advantage of the natural link between speaking and listening. After that, the technique should give learners opportunity to initiate oral communication. Then, the last, the techniques should encourage the development of speaking strategies.

In addition, Harmer (2001:87) argues that there are three basic reasons to give students speaking tasks which encourage them to see all and any language at their control. The first is the activities give the students a chance to discuss and rehearse the material outside the classroom. It is way for students to get a feel of what communicating in the foreign language really is like. The second is the activities of giving feedback to the learners. Then, the good speaking activities can and should be highly motivating for the students. Those reasons can encourage the students' language need if the teachers do all the components well.

There are some principles in teaching speaking that should be mastered in order to be a good English teacher. By keeping the

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principles in teaching speaking, the problems that usually happen in the teaching-learning process of speaking can be minimized and the students can learn English maximally in the class.

2.5. Criteria for Speaking Tasks

Task design begins with the assessment of the students' need. Louma (2009:29) states that the purposes of the test and the practical circumstances in which it will be arranged the general guidelines; the most important factor in the task designed is the score users need to know about the examiner of speaking ability, Furthermore, Thornburry (2005:90) states that there are some criteria that needed to make good speaking tasks.

First of all is productivity. It means that speaking tasks should give a big opportunity to the students to speak in the target language. The teachers should make a good task to invite the students join to speak activity. It indicates that many students join speak-up in the speaking activity.

The second is purposeful. In this case, the tasks from the teacher should have purposes in the speaking activity. The Productivity of the tasks can be increased if there are some purposes that the teachers want to achieve. The example of the tasks should be meaningful, that is group discussion activity and it can be maximally the participation all of the members in the class.

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The third is interactivity. It means that the tasks should build interaction among the students in the speaking activity. It is the basic goal of speaking activity. The goal of speaking activity is to communicate or to interact with others. So, good speaking tasks can make interaction among the students in the speaking activity.

The fourth is challenge. The speaking tasks should be challenging for the students. It is in order to force the students' creativities, ideas, knowledge and also abilities. These will help them to increase their speaking skill and to achieve the goal of teaching-learning process.

The fifth is safety. The tasks of the students should be safety – while it should be challenging. They should feel safe and confident when doing the tasks, in order to achieve the goal of teaching-learning process. The classroom atmosphere and the teacher attitude very determined in this case.

The last is authenticity. The speaking tasks should be implemented in the real life communication. It in order to make students can achieve easily the goal of the communication. The students' experience in the real life communication can help them to make great communication, because it is the best effect in choosing and analyzing the best answer of the tasks.

Based on explanations above, task is a tool to measure and evaluate the students' understanding and ability. The task designed



should be suitable with the objective in the school's curriculum. In the speaking learning activity, there are many kinds of task can be designed by the teacher to increase the students' speaking skill. The teacher should concern with the components of the task to obtain the purpose of why the students have to do the tasks. So, the goals of the teaching and learning activity can be achieved by the students.

2.6. Classroom Speaking Activities

In the teaching and learning process the teacher should be innovative to make the interesting materials, practicing various techniques of teaching and also using interesting media. These are suitable for the students in order to help them to speak in the language. Harmer (2001: 348) delineates that there are many classroom speaking activities that can be used in teaching speaking. The activities are described as follows. The first of all is acting from the script. In this activity, the teacher asks the students to act out scenes from plays; their dialogues are made by themselves. The students are asked to act out in front of the class. The teacher should give students time to prepare their dialogues. The second is communication games. There are many communication games. The purpose is to get student speak-up in the teaching-learning process, which is speak as quickly and fluently as possible. Two particular categories are information-gap games and television and radio games where the student has to be a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (described and

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arrange) or find similarities and differences between pictures. The next activity is discussion. Discussion can be performed in the form of highly formal, whole group stage events and informal small-group interactions. One of the reasons that discussions may be failed is that students are unwilling to give an opinion in front of the whole class, particularly if they do not have any idea to say. The examples of the activities are buzz group, instant comment, formal debates, unplanned discussion and reaching a consensus. After that is prepared talks.

In this activity, students should make a presentation on a topic of his or her choice. Such talks are not designed for informal spontaneous conversation but more writing-like because they are prepared. When students are doing this activity the teacher should give to others, who do not perform prepared talk, task to give attention as they listen. Then they can give feedback to performers.

Harmer (2001:348) also states that questionnaires are useful activities. By being pre-planned, the questionnaires ensure that both questionnaire and respondent have something to say to each other. Questionnaires may well encourage the natural use of certain repetitive language pattern and then be situated in the middle of the communication continuum. The results obtained from questionnaires actually can form the basis for written work, discussions, or prepared talks. Another activity is simulation and role-play. The students can reach the benefits of using simulation and role-play. Those kinds of activities can be used to encourage the students' speaking skill or to train

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students for specific situations. Those are real life activities, as they do so in the real world. Teachers may also use them to assess students' self-esteem.

Kayi (2006) argues that there are thirteen activities to promote speaking. Those are discussion, role play, simulations, information gap, brain storming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and then find the differences. It means that many kinds of classroom speaking activities can be in order to make the students join the speaking activities. Also, the students can improve their speaking skill easily.

2.7. Assessing Speaking

Assessment is an important aspect in language learning. Brown(2004:4) States that assessment is an ongoing process that encompasses a much wider domain, in which whenever a student responds to a question or offers a comment, the teacher can make an assessment of students' performance Assessment can be used to see whether the students have achieved the goals of learning. In addition, Louma (2009:5) asserts that assessing speaking is a process with many stages in a cycle. In addition, Brown (2004: 144) argues that the assess speaking is the designs of assessment tasks. It includes how to design various speaking performance, such as, imitative, intensive, responsive, interactive and extensive speaking. The described as follows.



Imitative is type of speaking performance demands learners simply to imitate words, phrases, or even sentences. Commonly, it is called as pronunciation. The assessment can be in the form of repetition task. Test takers repeat the stimulus, whether it is a pair words, a sentence or perhaps a question to test for intonation prediction. Then, the assessment of intensive speaking performance includes the production of short activities of oral language design to demonstrate competence in a narrowband of grammatical phrasal, lexical or grammatical relationship (such as intonation, stress, rhythm, and juncture). Examples of intensive assessment tasks are directed response tasks (test administrator elicits a particular grammatical form and test takers are expected to produce the correct grammatical output), reading aloud such as reading dialogue with partner in turn, sentence and dialogue completion, limited picture-cued tasks including simple sequences, etc.

After that, Responsive assessment tasks include brief interactions, it is different from intensive asks. It is kind of very short conversation; standard greeting and small talk, simple request and comments, the assessment can be in the forms of questions and answers, giving instructions, directions, and paraphrasing. Afterwards is interactive speaking performance. The difference between interactive and responsive speaking performance is the length and complexity of the interactive, which sometimes includes multiple exchanges or participants. Interactive speaking is divided into transactional dialogue which aims at exchanging information

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and interpersonal dialogue which aimed at maintaining social relationships. The assessment can be done through interviews, role plays, discussions, conversations and games. The last is extensive speaking tasks. It involve complex relatively lengthy stretches of discourse usually in the form of various monologues which minimal verbal interaction. The assessment can be done through speeches, oral presentations and story-telling.

Based on the explanation, before assessing speaking, the teacher needs prepare students with sufficient pronunciation, vocabulary, and language functions to be used in communication. Brown (2004: 142-143) States that there are sixteen components that is used to make up criteria for assessment students' speaking ability. In line with Brown, the assessment used is based on its type of speaking performance itself as mentioned in the Appendix E. Through those conditions, it is expected that students can speak fluently and accurately and students' achievements in speaking can be assessed optimally as well.

2.8. Characteristics of Speaking Ability

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills. Within the Communicative Approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although

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Richards and Rodgers (2001: 157) mention that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context", and this is an obvious point since the emphasis of Communicative Language Teaching (CLT) is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000: 61) makes the important point that "The Communicative Approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." Learners then should develop communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

2.8.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency being the main characteristic of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. Hedge (2000: 54) also states that: "*The term*

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fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain, *inappropriate shyness, or undue hesitation.*”

One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence.

2.8.2. Accuracy

Paying attention to correctness and completeness of language form is of more importance for oral proficiency. Skehan (1996 b:23) cited in Ellis and Barkhuizen (2005: 139) define that accuracy as referring “*to how well the target language is produced in relation to the rule system of the target language.*” Therefore, learners should focus on a number of things in their production of the spoken language, mainly, pronunciation, vocabulary, and the grammatical structure.

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2.8.3. Pronunciation

English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond argues that: *"It is imperative that you use the correct word in the corrections trance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."* However, if the pronunciation is not correct, speakers then will not be understood and therefore accuracy is not achieved.

2.8.4. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words

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incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.

2.8.5. Grammar

According to (IELTS, 2001: 15 cited in Hughes 2002), the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar. First, the clause is the basic unit of construction and clauses are usually added (co-ordinate). Also, direct speech is favored, a lot of ellipsis and many question tags as well. Other key features of spoken grammar are the use of head body-tail construction, and the use of performance effects (hesitation, repeats, false starts, incompleteness, and syntactic blends).

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Table III. 4 The Indicators of Speaking Ability (Alderson & Bachman: 2009)

1. Grammar

No	Indicators
1	Grammar almost entirely inaccurate in stock phrases.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

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2. Vocabulary

No	Indicators
1	Vocabulary inadequate for even the simple conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social
4	topics.
5	Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.
6	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

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3. Comprehension

No	Indicators
1	Understands too little for the simplest type of conversation.
2	Understands only slow, very simple speech of common and social and touristic topics; requires constants repetition and rephrasing.
3	Understand careful, somewhat simplified speech directed to him or her, will considerable repetition and rephrasing.
4	Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

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4. Fluency

No	Indicators
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is efforts and smooth, but perceptibly non-native in speech and evenness.
6	Speech on all professionals and general topics as effortless and smooth as a native speaker's.

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5. Accent / Pronunciation

No	Indicators
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	“Foreign accent” require concentrate listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar vocabulary.
4	Marked “foreign accent” occasional mispronunciation that do not interfere with understanding.
5	No conspicuous mispronunciation, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of “foreign accent”.

2.9. Teaching English in Vocational School

Language is a tool to communicate that has two forms, spoken and written. Corder, (1973:31) state that communication is regarded as a sociological way of looking at a language Based on the standard of competencies and the basic competencies for Indonesian schools, English lesson is one of the adaptive lessons. Vocational students have their own needs that should be covered by the teachers. Their primary needs are needs according to their program competence. *Depdiknas* (2006:384), states that the objectives of English lesson are giving some English communication abilities



for the students based on the program competence and their daily life that appropriate with the global demands in language skills.

In the standard of competences and the basic competences, all of the goals in vocational school curriculum have been described as follows. All of those the standard competences and the basic competences must be taught and achieved, because the graduate students of vocational school are expected to fill a job vacancy based on the students' proficiency and major program. According to Kayi (2006:1), communicative language teaching and collaborative learning are appropriate for this aim.

Based on the Richards (2006:2), the goals of language teaching today is being able to use the language for meaningful communication. The most important aspect in the communication is fluency. In line with the statement above, Harmer (2001:85) explains that the communicative language teaching is a good approach to get a good fluency because it involves the students in real-life situations that require communication. By using this method in ESL/EFL classes, the students will have a lot of opportunities to communicate with each other in the target language.

The scope of English in vocational school includes three aspects (Depdiknas, 2006:384). The first aspect is the communication basic of English at novice level for the first grade of vocational school. Second is the communication basic of English at elementary level for the second grade. Then, the last is the communication basic of English at intermediate level for the third grade.

Based on the graduation competence standard (*SKL*) of vocational schools, English as one of subjects in the school has two main aims (*Depdiknas*, 2006: 384). There are the students are able to get knowledge and basic skills of English to support their major competency and also, the students apply their mastery of knowledge and basic skills of English to communicate both in the spoken and written forms at the intermediate level since they have passed the novice and the elementary levels.

In addition, according to *Depdiknas* (2006:385), the standard of competency and the basic competence of vocational school at the elementary level, for the eleventh grade of vocational school.

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Table 1: Standard of Competency and Basic Competence of Vocation Elementary Level

Standard of Competency	Basic Competence
Being able to communicate in English at the elementary level	<ul style="list-style-type: none"> ➤ Understanding daily conversations both in the professional and individual contexts with non-native speakers. ➤ Understanding simple messages through direct and indirect communication. ➤ Describing jobs and a background of studies both written and orally. ➤ Describing past events and future working plans. ➤ Expressing different kinds of intention. ➤ Understanding simple instructions. ➤ Understanding and writing short messages, instructions and directions using correct words

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2.10. The Nature of Self-Esteem

Self-esteem refers to a person's overall evaluation of his or her own worth. It measures of how much or little persons value themselves. Nathaniel Branden (1992-8) States that self-esteem is confidence in our ability to think and to cope with the challenges of life. In addition, Acharya and Deshmukh (2012-p. 21) define self-esteem as a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values. In other word, a person with high self-esteem tends to be capable to do something, feels confident when he speaks and shares the ideas, and believes in himself with ability he has. But self-esteem is not a complacency or overconfidence, both of which can set up for failure. Indeed, Glenn R. Schiraldi (2007- p.4) states that self-esteem is a strong motivator to work hard. It is a basic human need that makes an essential contribution to the life process.

The definition of self-esteem has already been explained by many experts in the world. They have done the social research to recognize the influence of self-esteem in the process of human life. In his book, *Self-Esteem Research, Theory, and Practice*, Christopher J. Mruk (2006-p.12) appears three definitions in the psychology of self-esteem:

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a) Self-esteem as competence

In this definition, James explained self-esteem in terms of action, in particular, action that is successful or competent. In this case, self-esteem depends on two things: an individual's hopes, desires or aspirations, which in turn requires competence. There are considerable advantages to this definition. By understanding self-esteem in relation to success and failure, for example, people are able to appreciate it in terms of human motivation and motivational psychology.

b) Self-esteem as worthiness

Rosenberg defined self-esteem in terms of a particular type of attitude, one that is to be based on the perception of a feeling, a feeling about one's worth or value of a person. Self-esteem is seen primarily in terms of a certain attitude. It is one that concerns a person's evaluation or judgment of their own worth, which brings the notion of values into play in self-esteem work. According to Epstein in his Cognitive-Experiential Self-Theory (CEST), worthiness takes on a much more powerful motivational connotation that is central to one's personality.¹ In this theory, self-esteem is a fundamental schema of human perception, experience, and motivation at both levels, which makes self-esteem an important dimension of human behavior.

c) Self-esteem as competence and worthiness

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Self-esteem has two interrelated aspects: it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living. Branden (2000) states that human beings have a fundamental need to feel worthy but only achieve that goal by acting competently, which is to say rationally, when making decisions. Competence, in this case, means facing reality directly and then making rational decisions, which are those that allow an individual to solve problems realistically.

Based on the definition, it is clear that self-esteem as a psychological and social phenomenon has been the importance aspect in the process of human life. It can be a person's measurement to value him by seeing his strengths and weaknesses in order to improve the ability, give respect to each other, and solve the problems rationally. In short, a person with high self-esteem feels adequate to face the challenges of life.

Self-esteem means different things to different people. It means that the term of self-esteem is not depending mostly of one meaning. According to Brown and Marshall (2002- 2), the term is used in at least three different ways:

1. Global self-esteem / trait self-esteem

Sometimes self-esteem is used to refer to a personality variable that represents the way people generally feel about themselves.

2. Feelings of self-worth

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Self-esteem is also used to refer to momentary self-evaluative reactions to valence events. This is what people mean when they talk about experiences that threaten self-esteem or boost self-esteem.

3. Self-evaluations

Finally, the term is used to refer to the way people evaluate their various abilities and attributes.

a. The Dual Pillars of Self-Esteem

Branden (2000-16) states that Self-esteem has two interrelated aspects:

1. A sense of personal efficacy (Self-Efficacy)

Self-efficacy means confidence in the functioning of mind, in the ability to think, in the processes by which the judge, choose, decide; confidence in the ability to understand the facts of reality that fall within the sphere of the interests and needs; cognitive self-trust; cognitive self-reliance. The experience of self-efficacy generates the sense of control over one's life that we associate with psychological well-being, the sense of being at the vital center one's existence.

2. A sense of personal worth (Self-Respect)

Self-respect means assurance of the value; an affirmative attitude toward the right to live and to be happy; comfort in appropriately asserting the thoughts, wants, and needs; the feeling that joy is the natural birthright.

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2.10.1. Elements of Self-Esteem

Self-esteem is about being able to recognize the competencies and accept the need to continue to learn and develop. In building self-esteem, people should not be always success doing everything. But they can learn and develop their competencies and abilities from their mistakes. According to Plummer, there are seven elements in building healthy self-esteem:

1. Self-knowledge
 - a. Understanding differences and commonalities. For example, how we are different from others in looks and character, or how we can have an interest or aim in common with others.
 - b. Knowing that we can sometimes behave in different ways according to the situation that we are in and that we have many aspects to my personality.
 - c. Developing and maintaining our personal values
 - d. Developing a sense of our personal history
2. Self and others
 - a. Understanding the joys and challenges of relationships. This includes learning to co-operate with others, being able to see things from another person's perspective and developing an understanding of how they might see us, and learning respect and tolerance for other people's views.

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- b. Understanding the emotions and being aware of the ways in which we express them.
3. Self-acceptance
 - a. Knowing our own strengths and recognizing areas that we find difficult and may want to work on. This includes accepting that it is natural to make mistakes and that this is sometimes how we learn best.
 - b. Feeling ok about our physical body
4. Self-reliance
 - a. Knowing how to take care of ourselves, both physically and emotionally: developing an understanding that life is often difficult but there are lots of things that we can do to help myself along the path.
 - b. Building a measure of independence and self-motivation: being able to self-monitor and adjust our actions, feelings and thoughts according to realistic assessments of our progress, and believing that we have mastery over our life and can meet challenges as and when they arise.
5. Self-expression
 - a. Understanding how we communicate with each other. This involves learning to read signals beyond the words so that I can understand others more successfully and also express theirs be more fully and congruently.

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- b. Developing creativity in self-expression and recognizing and celebrating the unique ways in which we each express who we are.
6. Self-confidence
 - a. Knowing that our opinions, thoughts and actions have value and that we have the right to express them.
 - b. Developing our knowledge and abilities so that we feel able to experiment with different methods of problem-solving and can be flexible enough to alter our strategies if needed.
 - c. Being able to accept challenges and make choices
 - d. Being secure enough in myself to be able to cope successfully with the unexpected.
7. Self-awareness
 - a. Developing the ability to be focused in the here and now rather than absorbed in negative thoughts about the past or future.
 - b. Understanding that emotional, mental and physical changes are a natural part of life and that we have choices about how we change and develop.
 - c.

2.10.2. Levels of Self-Esteem

H. Douglas Brown (2000-145) states that Self-esteem is probably the most pervasive aspect of any human behavior. It

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could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. Brown describes three general levels of self-esteem. They are:

1. Global self-esteem

It is the general or prevailing assessment one makes of one's own worth over time and across a number of situations.

2. Situational or specific self-esteem

It refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, athletic ability, or personality traits empathy and flexibility. The degree of specific self-esteem a person has may vary depending upon the situation or trait in question.

3. Task self-esteem

Task self-esteem relates to particular task within specific situations. For example, within the educational domain, task self-esteem might refer to one subject-matter area. Specific self-esteem might encompass second language acquisition in general, and task self-esteem might appropriately refer to one's self-evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language.



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2.11. The Students of Vocational School

The students' age range of vocational school is about sixteen to eighteen in the normal stage. Teaching students whose age range between twelve and eighteen is similar teaching in “young adults” or “teens” (Brown, 2001:91). In line with Brown, Harmer (2001:38) argues that learners in secondary schools are included as adolescent or teenagers.

There are some thoughts in the secondary school which need to be considered while teaching the students in the secondary school. The students of the secondary school are becoming increasingly adult like (Brown, 2001:92). Factors surrounding ego, self-image and self-esteem are the important points and the teacher needs to keep them high. It can be done by, for example, allowing mistakes and errors to be accepted. Avoiding embarrassment of students, affirming each student's talents and strengths, encouraging small-group work where risk can be taken easily by the students, and deemphasizing competition between classmates is learning are other significant concerns for teacher to keep the students' self-esteem high. In such a way, the students will not be frightened of practicing using language.

There is another variable needed to be considered that is about their future career. They are demanded to master the communication skills for handling traveler. It connects with the

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advantages of learning English. English learning in the school is mainly demanded to give practice for them, not only to give the theories. The students of vocational school will be human resources who ready to work, after them graduated from vocational school. It is a key point to teach them language skills, especially English language. As the students of vocational school, at Travel Tourism Program, they are required to be able to express meanings in both spoken and written forms in formal and informal contexts of life. Some of example, they required to be able to use the expressions of offers, commands and the responds related to their career in the future. Because the goal of Travel Tourism Program is the students can be best guides and they can manage the tourism in Indonesia.

Finally, the writer concludes that the focus of teaching-learning activity in the eleventh grade of vocational school is more preparing the students for the communication tasks based on their needs that they will have carry out in the real job, after they graduate from their academic course. In this case, speaking skill has important role because it encourage the students in using the language orally to express their ideas, feelings and opinions to someone else in the daily conversation, especially for their real job life then.

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2.12. Nature of Drama

Drama is the literary form designed for the theater, where actors take the roles of the characters, performs the indicated action, and utter the writer dialogue. M.H. Abrams (1971: 43). States that, drama is combine thought, language and felling in range of energetic and creative ways, although there are recognizable practices in drama which students might acquire, reaching new understandings implies a creative and personal involvement with the work. It means that the use of interactive drama techniques in language teaching helps us to discover things about ourselves and our world by seeing them through others' eyes. Drama aims at bringing real life into the classroom. It becomes a powerful teaching and learning tool with profound positive effects on the students' cognitive, social, emotional, and physical development. The benefits of regular use of interactive drama techniques can merge into all school subjects and everyday life. Drama is pedagogy that reaches students of multiple intelligences and different learning styles. It is a multi-sensory mode of learning that engages mind, body, senses, and emotions to create personal connections to the real world and helps to improve comprehension and retention.

Anton Prochazka (2009:7), States that Dramatic methods/techniques such as role-playing and simulations are well documented in social studies and history, business and vocational, foreign language, and even science classes. The literature of classroom drama

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suggests that there is considerable untapped potential for using drama as a teaching method. Experts emphasize that using dramatic techniques, as a teaching method is not the same thing as teaching theatre. Theatre is an art form, which focuses on a product, a play production for an audience. Drama in the classroom – often referred to as creative dramatics to distinguish it from theatre arts -- is informal and focuses on the process of dramatic enactment for the sake of the learner, not an audience. Classroom drama is not learning about drama, but learning through drama. Combs (1988: 9) explains that : “While drama is informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal drama’s goals are based on pedagogical, developmental and learning theory as much or more than they are arts-based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer.”

Drama education, at its most inclusive, invites students not only to engage with the dramatic narratives of others, but also to find ways to communicate their own ideas. In drama, intellectual and emotional involvement with the narratives of others is integral to the learning, wherein moral, political and cultural values are open, temporarily and contingently, to renegotiation and interpretation. In this context, making drama, as all drama teachers are well aware, involves a rather messy

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process of discussion, questioning, speculation, experimentation and reflection; it requires students both to explore their own ideas and values and to interpret those with which they are less familiar. From this point of view, drama education is a living art form in which students might 'understand something new' about both their own lives and those of others.

A Drama classroom remains a strong venue for learning to work in role and confirming its value in the practical sense. Nicholson Helen(2000:11-18) states that the teacher's role is defined as: helping students to form their ideas; helping students to test their ideas; helping students to communicate their ideas; and helping them to respond to different real- life situations. Teachers can use these skills for specific learning objectives by stepping into the fictional work of the students through using drama strategies, in particular, teacher in role.

Drama in education becomes functional role-play. Functional role-play is frequently assumed to be of a lot of artistic order than 'drama as art form'. It may indeed often be so, if the purposes of the functional role-play go no further than simple interactions for short-term pedagogic ends. However, study of these particular functional dramas is revealing: several use quite complex and elegant artistic structures. As is the case with many basic skills, one of the important periods to improve speaking skill is, incontrovertibly, during primary education. Speaking skills acquired and developed during primary education are significant with regard to both acquisition and permanence. Therefore, it is essential that efficient and

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effective teaching methods are employed in order to improve speaking skills during primary education. In our view, a favorable technique in aiding primary school students to acquire and develop oral communication skills is the use of creative and educational drama activities. No matter where this technique is applied, creative drama may be considered a method of learning—a tool for self-expression, as well as art. The scope of creative drama may be briefly explained through six learning principles.

1. A student learns meaningful content better than other content.
 2. Learning occurs because of a student's interaction with his environment.
 3. The more sensory organs a student uses while learning, the greater the retention of the lessons.
 4. A student learns best by doing and experiencing.
 5. Effective participation is important in learning emotional conduct.
 6. Learning becomes easier and more permanent in educational environments where there is more than one stimulus.
- AbdulhakHalimUla (2008) meanwhile, interactive drama techniques utilized in a language class have generally been divided into seven types, including games, mine, or pantomime, role playing, improvisation, simulation, storytelling, and dramatization.

The teaching steps were divided into four steps consisting of (1) working on a drama script, (2) drama rehearsal, (3) drama production, and (4) drama evaluation, each of which is detailed as follows:

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1) Working on a drama script

The first step involved the establishment of background knowledge concerning a play which students were required to engage in. In order to make the interaction more meaningful to students and to facilitate their acquisition of a language, they needed to know who they were in that particular context. Students' background knowledge of the play was established by means of class discussion of the play's characters, their natures, their relationship with other characters, or their problems. The questioning techniques were employed to encourage students' participations and interaction. Examples of questions are as follows: "What kind of person in this character?" "How does s/he feel about the person s/he is taking to?," and "What is the relationship between the character and the person s/he is talking to?" Through the establishment of background knowledge about the play, students could be made aware of other crucial elements of communication in addition to linguistic forms. Also, students had opportunities to practice expressing their thoughts opinions, and feelings.

2) Drama rehearsal

Drama rehearsal was designed to elicit students' physical and emotional engagement. In this step, students were divided into groups or pairs, and they were assigned to play each character's role. The background knowledge established in the previous step enabled them to understand their role and the context where the communication took place.

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Here, while the play's dialogue that they are required to deliver provided them with language input, the context of the play facilitated their learning of how the forms were applied in that particular context. Close monitoring and interruptions by the teacher were required in this step in order to correct students' pronunciation, to enhance their understanding of their role, and to ensure that students were delivering a dialogue from their understanding rather than being engaged in more rote recitation. Questions were posed to strengthen students' understanding and to guide how they should express the play's meaning.

3) Drama production

This step created opportunities for students to engage in a performance to experience lifelike communication situations without any interruption from the teacher. Through a performance, in addition to delivering a dialogue, students could exploit facial expressions, intonations, and gestures to convey the intended meaning of each character. This helped them internalize both linguistic and nonlinguistic components of speaking ability. To make sure that it was manageable within the class time, a performance of an extracted scene was provided for students to practice their speaking ability. A full-scale stage performance of the whole play was kept for the final project or end of class activity. Students' self-esteem was videotaped for subsequent evaluation.



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4) Drama evaluation

Drama evaluation involved the evaluation of the performance. The videotape was played after the performance to allow students to practice expressed their opinions on their own performance as well as their peers' performances.

That students were able to observe themselves enabled them to improve their performance and learn from their mistakes.

2.12.1. Interactive Drama

According to Phillips (1996:3), Interactive Drama is a form of deconstructed drama which takes the Environmental Theatre paradigm of combining spaces for audience and performer and eliminates the difference between the two completely. In Interactive Drama, the actor is the audience.

Cheng (2007:1) states that Interactive dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then inter acts with other students in the class to build alliances and complete common goals. It means that an interactive drama is an event in which the director and players work together to create a role. The player comes to the venue of the activity, immerses him or herself into the role, and then begins to interact with the other characters involved in the activity. They often interact in small groups to exchange information, create alliances, or negotiate treaties. Players often try to

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discover the secrets of other players while at the same time suppressing the dissemination of their own secrets. As the participants interact, a story is created. The twists of the plot depend on the actions taken by the participants in the drama.

Alptekin (2002:58) states that points out those Interactive dramas provide an alternative way to expose students to the Culture that native English speakers have as part of their background knowledge. They also provide students with a activity for practicing the appropriate use of language. Interactive dramas are also social activities that are played through the verbal interchange of the players making them ideal activities for language learners (Phillips & Cheng 2004:228).

2.12.2. The Advantage of Teaching Language through Drama

Heldenbr and in Hafeez (2010:3) reviewed that the research on using drama in teaching English and highlights several advantages of teaching speaking through drama which include:

1. Drama is fun.
2. Drama is a relaxed and informal way to learn English.
3. Drama helps to learn new vocabulary and expressions in their proper environment.
4. Drama helps in proper pronunciation and intonation in English
5. Drama builds confidence in the learner's ability to speak English.
6. Drama builds a better understanding of culture

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7. Drama motivates the student of English
8. Drama removes the focus from English textbook
9. Drama involves the whole person as a total physical activity

2.12.3. Procedure Applying Drama in the Classroom

Nigel (2005: 3) illustrates that although it is always an option to perform a published play, there are many advantages to having students write their own scripts: it's a valuable writing assignment, the students are more invested in their plays, there will be less adaptation necessary as the plays will be written with the actors and facilities in mind, and finally the play will be more accessible to a non-native speaking audience.

Here is a suggested procedure applying drama in the classroom:

1. Working in small groups, students brainstorm ideas for plots. The teacher Give the students options, such as a modernized fairy/folk tale (*Cinderella* is always the most popular choice!), expanding a class improvisation, a play about their school, adapting or parodying a famous story/book/movie. Remind your students that the play must be original: they cannot just reproduce their favorite movie! The group writes a one page plot summary, describing roughly what's going to happen.
2. After revising their plot using the teacher's feedback, groups finalize the characters and the plot, writing out a "storyboard" of

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the action from start to finish. They divide this storyboard into sections or scenes, and each student writes the script for one section or scene.

3. The scripts are collated and shared, the group edits the complete script and the teacher offers linguistic and dramatic feedback. The script is revised until it is in a performable state, but may be altered during the rehearsal process.
4. Students rehearse their plays in and out of class, with help from the teacher on pronunciation and intonation (etc). They collect or make props, costume and set. Be sure to hold one or more dress rehearsals in class so that you can “direct” them (and check they have correctly memorized their lines).
5. Opening night! Plays can be performed at a talent show, for parents, or just in front of another class. Video tape the performance so that the actors can review and evaluate their performance.
6. Evaluation. This study will depend on the objectives and standards of the course, but evaluation criteria could include the script, the performance, teamwork and overall effort.

2.13. The Related Studies

1. The second research was conducted by Joni Gunawan with his research paper entitled The Correlation between Students’ Self-



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Esteem and Speaking Achievement of Undergraduate EFL Students of English Education Study Program of Islamic State University of Raden Fatah Palembang. In this research, the main purpose of the present study was to empirically investigate the possible correlation and the influence between students' self-esteem and speaking achievement. Students in the fifth semester were selected from among undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang as the sample. Speaking test was done to measure students' speaking achievement. *Pearson product moment* and *regression analysis* were used to find out the correlation and the influence between variables. The result showed that there was a significant correlation between students' self-esteem and speaking achievement. All students' self-esteem gave significant correlation to their speaking achievement with $r = .635$. It showed in the level of average correlation. It could be proved that different level of self-esteem gave significant effect to the students' speaking achievement. Second, it can be concluded that students' self-esteem gave significant influence on students' performance in speaking. It was shown that student's self-esteem gave 40,4% contribution to their speaking performance. It indicated that one of non-linguistic factor had essential contribution in students' speaking achievement. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

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The study have some difference with this study, the study to find out the correlation between self-esteem and speaking achievement, the population and samples at undergraduate EFL students and the purpose of this study also difference.

2. The research was conducted by Wenni Wulandari Gustaman in Journal of English and Education (2015), with his research paper entitled THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR ENGLISH SPEAKING COMPETENCIES OF ELEVENTH GRADE STUDENTS AT A PUBLIC SENIOR HIGH SCHOOL IN CIMAHI. . In this research, this study was intended to examine the correlation between students' self – esteem and their English speaking competencies at a Senior High School in Cimahi. Sixty two students of eleventh grade were involved. The self – esteem questionnaire and the speaking test were given to the students to measure the level of their self – esteem and their English speaking competencies. The scores were calculated in IBM SPSS 22 to find out the correlation of the two variables. The findings showed there was a positive significant correlation between students' self – esteem and their English speaking competencies at the moderate level. This study concluded that self – esteem is taken into consideration to students' achievement in speaking English. There is a positive significant correlation between students' self – esteem and their English speaking competencies at the moderate level.

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The study have some difference with this study, the study to find out the correlation between self-esteem and speaking achievement, the population and samples at undergraduate EFL students and the purpose of this study also difference.

3. The research was conducted by ELIZABETH QUEEN MWAHANGELAI NAMUNDJEBO (2016) with his research paper entitled THE ROLE OF DRAMA IN TEACHING ENGLISH TOWARDS THE ENHANCEMENT OF STUDENTS' COMMUNICATIVE SKILLS AT THE UNIVERSITY OF NAMIBIA. The purpose of this study was to explore the role of drama in teaching English to enhance students' communicative skills at the University of Namibia. The discussions of the research focused on assessing the benefits of using drama in the teaching of English to increase students' motivation and self-confidence, as well as meeting the aims of integrating drama activities in the teaching of the English Access Course at the University of Namibia or in any other English language teaching elsewhere. The mixed method of qualitative and quantitative research methods were used for this study. This was a classroom based research involving a class of 45 students enrolled for the English Access Course (EAC) at the University of Namibia. To collect data, the researcher employed entry and exit questionnaires, focus group interviews, researcher's reflective notes and participants' portfolios that comprised of participants' views, thoughts, feelings,

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attitudes, beliefs, values and perceptions towards English learning and teaching. Furthermore, the data was collected during teaching hours because the researcher was simultaneously the English Access course lecturer. The researcher with the help of the participants integrated drama activities in the English Access Course curriculum with the purpose of enhancing students' communicative skills for the whole second semester in 2014. Research findings revealed the effectiveness of drama oriented English lessons to the benefit of students' speaking skills, motivation, self-esteem and confidence in their abilities to communicate in English. In addition, the findings revealed that drama activities aided students develop a community and foster group cohesiveness, which helped in building students' confidence when speaking English in front of their classmates.

The difference of this study was the purpose of the study, the method of research design the population of the study and the one of the variables of this study. This study was focus group interviews. The similar of this study is Drama as a variable of this study.

4. Rr. Ery Susilawati (2013) conducted research entitled "IMPROVING STUDENTS' SPEAKING SKILL USING DRAMA AT THE ELEVENTH GRADE STUDENTS OF LANGUAGE CLASS OF MAN YOGYAKARTA II IN THE ACADEMIC YEAR OF 2012/ 2013". This study is action research, which aim to improve the speaking skill of the eleventh grade students at MAN Yogyakarta II

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using drama. In conducting the study, the researcher involved the English teacher, the school principal and the students of grade XI of Language Class. The subjects of the study were 19 students of grade XI of Language Class of Madrasah Aliyah Negeri Yogyakarta II in the academic year of 2012/2013. The researcher got the data by observing the teaching learning process during the implementation of the action, taking video of the teaching and learning process in the class, interviewing the students of grade XI of Language Class, and holding discussions with the English teacher. In collecting the data, interviews, observation and documentations were used as the techniques. The instrument of the research for collecting the data was a video recorder. In this study, the researcher conducted two cycles of actions. The results of this study showed that the implementation of drama technique is effective to improve students' speaking skill. Its cooperative and systematic learning structures motivate students to learn speaking, promote students' self-confidence in speaking practice and maximize students' interaction during the learning process. The students' speaking skill also increases after they tried to learn speaking through drama technique. They were more confident and enthusiastic in speaking practice. This implies that the implementation of drama technique gave positive effects to the improvement of students' performance and achievement in the speaking learning process.

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The difference of this study was a action research, population of the study and using two variables, it was difference procedures when drama was used at Junior high school. The similar of this study was drama as a technique using in this study.

5. Al Nashash (2006) conducted her study to determine the influence of drama education on the empathetic skill level of university students. The participants were from Gazi University, Faculty of education of whom there were 73 students, 36 of whom "33 females, 3 males" were in the experimental group, and 37 of whom "31 females, 6 males" were in the control group. Data was obtained through the use of empathetic skills scale. The empathetic skills scale was administrated to both groups of students as a pre-test to determine the empathetic skill level of students. After that, drama education was provided once a week for 14 weeks for the experimental group, no procedure was applied to the control group during the same period. The same scale was applied again to the experimental and control groups as a post-test one week after the drama education was completed. The data was analyzed by using a covariance analysis "ANCOVA". The results showed that drama education had a statistically significant effect on the empathetic skills of students in the experimental group.

The difference of this study was the method using, the population of the study and the empathetic skill level as one of the variables of this study; it was difference procedures when drama was

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used at University. The similar of this study was drama as a technique using in this study.

6. The second review this research, Researched by lestari handayani, the student of islamic Studies Institute Salatiga (2006).the title is "The Influence of Student's Self Confidence toward Their Achievement in Speaking Class (A Case Study Of Fifth Semester Students Of English Educational Faculty of Stain Salatiga on The Academic Year of 2005/2006)". She analyzed about the majority of student's self-confidence is arrange, that falls on the scores of 42 – 46, the majority of students' speaking ability is fair, that falls on the scores of 31 – 34, there is a positive correlation between the students' self-confidence and their achievement in speaking class. The result obtained from the computation of the correlation between the students' self-confidence and their achievement in speaking class applied to the sample is 0,353. The critical value of the person r with 5 % level is 0,334. It means that the result obtained from the competition us greater than critical value. Therefore, in the research conclude that the correlation of the variables above was significant.

The difference of this study was the method using, the population of the study and this study analyzed about the majority of student's self-confidence. The similar of this study was drama as a technique using in this study.

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7. In Shand's study (2008) he intended explore how drama could reduce anxiety and increase confidence and motivation towards speaking English. Moreover, the researcher aimed to reveal the responses of the student participants to the drama-based curriculum. The participants of this study were a sample from sixth and seventh graders from Arizona. Participants' response to the drama curriculum was measured by pretest-posttest, observations, and interviews with participants and their teachers. Results of the study revealed that drama was successful in reducing the third grade participants 'anxiety and increasing their confidence and motivation towards speaking English. There was evidence of positive benefit of the drama with the sixth and seventh graders, but there was little change in participants' anxiety, confidence and motivation towards speaking English.
8. Nassaji (2007) conducted a study to discover to what extent drama and questioning techniques could enhance students' speaking achievement. In their study, they wanted to know students' attitudes towards English instruction employing the integration of drama and questioning techniques. The study was conducted with a group of 15 students, three males and 12 females, who were second-, third-, and fourth-year students enrolled in an elective course offered by the university as a seven-week English through Drama summer course. Four teaching steps were designed by using the integration of drama and questioning techniques to enhance the students' speaking abilities.

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These four steps are (1) working on a drama script, (2) drama rehearsal, (3) drama production, and (4) drama evaluation. The four teaching steps were validated by a panel of experts and piloted with ten students to ensure their validity and minimize unforeseen flaws. To collect data, speaking achievement tests were administered before and after exposing students to drama and questioning techniques. An attitude questionnaire, arranged in a five-point Likert scale, was utilized at the end of the experiment. Data was collected using students' journals and teacher's diaries to supplement the questionnaire data. The results showed that drama and questioning techniques help enhance students' speaking abilities and their positive attitudes towards EFL learning.

9. Jennifer Wood Shand (2008) conducted research entitled *The Use of Drama to Reduce Anxiety and Increase Confidence and Motivation towards Speaking English with Two Groups of English Language Learners*. The purpose of this study was to create and evaluate the effects of a creative drama curriculum for English Language Learners. It was hypothesized that drama would be helpful in lowering the affective filter—psychological attributes that can impede language acquisition. A group of third graders who had good comprehension of English, yet, were reluctant to speak, and a group of sixth and seventh graders with fledgling English skills participated in the study. Participants' response to the drama curriculum was measured by



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pretest-posttest, observations, and interviews with both participants and their teachers. Results of the study revealed that drama was successful in considerably reducing the third grade participants' anxiety and increasing their confidence and motivation towards speaking English. There was evidence of positive benefit of the drama with the sixth and seventh graders, but there was little change in participants' anxiety, confidence and motivation towards speaking English. The difference of the study is using qualitative method and there are some difference variables were used. This study used quantitative method and using quasi-experiment as research design.

The research is difference with this study, this study focused to find out the effect of students' self-esteem and their speaking ability by using Drama Technique, and this study using quasi experiment as research design. The similarity of this study is using Drama as a technique, and also using pre-post tests and observation in the research.

Based on the previous research, this study was different. It used experimental study. For both the experimental and the control groups, the pre-test and the post-test were administered to the students. This research used three variables, variable X by using students' Drama and variable Y1 the Students' Self Esteem and Y2 the students' Speaking Ability while the previous researches used two variables and action research.

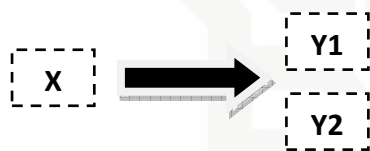
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2.14. Operational Concept

Syafi'i (2007:12) States that operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting and then, mentioned that all related theoretical frameworks can be operated in the operational concept. This was an experimental research focuses on speaking ability and their self-esteem were taught by using Drama Technique and who were taught without Drama Technique at SMK Muhammadiyah 3 Pekanbaru. In this research, there are three variables as the following:

- a. The use of Drama Technique as independent variable (X)
- b. The students' self-esteem as dependent variable (Y_1)
- c. The students' speaking ability as dependent variable (Y_2)



Based on the statements above, the indicators of each variable in this research as follow:

- The indicators of variable X (Drama Technique) are as follows:
 - a. The teacher chose one concept which connected with the subject
 - b. The teacher asked some students to come in front of the class and asking them to make stimulation with physical ways from the concept of the procedures aspect.

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- c. The teacher made big papers which have clues content, and the teacher gave the paper to the students put them to follows the clues.
 - d. The students playing drama appropriate with the concept.
 - e. The students discussed the content of the drama, and they made important teaching points.
- The indicators of variable Y₁ (students' self-esteem) are as follows:
- a. The students show off their ability when learning process.
 - b. The students have good competence and motivation to study.
 - c. The students believe in their ability to accomplish every task given by teacher.
 - d. The students appreciate their achievement in learning
 - e. The students move and speak easily and confidentially in the class
 - f. The students feel acceptance to their peers and teachers.
 - g. The students are open to critics and deal with mistakes comfortably.
- The indicators of variable Y₂ (students' speaking ability) are as follows:
- a. Students' ability to describe something with good pronunciation.
 - b. Students' ability to describe something by using appropriate grammar.
 - c. Students' ability to describe something with good vocabulary.
 - d. Students' ability to describe something fluently
 - e. Students' ability to describe comprehension

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2.15. The Assumption and the Hypothesis of the Research

2.15.1. The Assumption

In this research, it is assumed that students' problems in speaking ability and their self-esteem were various and it was influenced by many factors. Therefore, Drama Technique has improved students' speaking ability and their self-esteem, which was to teach by using Drama Technique, it has significant effect of students' speaking ability and their self-esteem.

2.15.2. The Hypotheses

Gay, (2009: 71) states that hypothesis is researcher's tentative prediction of the results of the research finding. It means that the hypothesis states researchers' anticipation which concerns on the relationship between three variables in the research problem. Therefore, the hypotheses are formulated as below:

H_{a1} : There is a significant difference of students' self-esteem of the pre and post-questionnaires mean scores between the experimental group and the control group.

H_{a2} : There is a significant difference of students' speaking ability of the pre and post-tests mean scores between the experimental group and the control group.