

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

There are three statements that have to be answered in this research. The first problem is about how is the application of drama for students in speaking class. The second problem is about how is the students' response toward the use of drama in speaking class. The third problem is about how is the students' speaking skill in using drama in speaking class. The data for the first problem is according to the result of field research, there are observation and interview with English teacher. The data for the second problem is according to analysis the result of questionnaire. The data for the third problem is according to analysis of students' score in speaking when they performed drama in the classroom.

For the observation, interview and questionnaire are taken randomly from some sources on the internet, my ideas and it had been approved by the advisor in seminar proposal. In addition data, the researcher used documentary. Based on the research finished by the researcher during the two months from on April, 28<sup>th</sup> 2015 until June, 28<sup>th</sup> 2015 in Tenth Grade of Language Program at MAN 2 Model Banjarmasin and here are the result about the use of drama in speaking class.

## **1. The use of drama in speaking class in tenth grade of language program at MAN 2 Model Banjarmasin.**

In this section, the writer describes about result of the research on the field research that collected by observation and interview with English Teacher.

### **a. Observation**

The writer did observation for three times. The students gave four drama scripts and then they make some group based on the drama scripts. Each group is divided into 4 until 8 students from 24 students. Then, the students did drama performance to get score of speaking skill. The writer used four criteria to observe the students in learning process in the classroom. There are confidence in speaking, speaking skill, performance and collaborative. The writer makes some conclusions in general for the result of observation.

#### **1) Confidence in speaking**

Talking about confidence in speaking, students in language program did have a high confidence. This is because they are already accustomed to perform in public with various activities in language program such as poetry, songs and so on. Likewise when drama performance, all the students were very enthusiastic when the teacher gave some drama scripts for they played in front of the class. The result, when they performed

with a variety of different characters from their own character, they could control their confidence very well. Some of them were even able to make the classroom get excited and fun with their style of behavior or jokes in front of the class. In other case, some of them did not really know some the unfamiliar words that may be for the first time they heard, but they tried to know it by asking the teacher or friends and try to pronounce correctly. However, not all students have self-confidence, some of them were still shy to speak in front of the class, little hesitations to speak some words, afraid of make mistakes when speak or afraid of mispronouncing unfamiliar words. It makes them do not have self-confidence.

## 2) Speaking skill

The next criteria on the observation is speaking skill. In speaking class, students are required to be more talkative than usual especially in drama lessons to practice their speaking skill. When speaking to their friends in front of the class, sometimes students make mistakes in grammatical without them knowing it and it makes the other friends who listen laugh because of the mistake, but they still feel confident to say every word or phrase in front of the class because they know they are still in the learning phase especially in the case of grammar would have a lot of mistakes made. There were

also some students who got nervous when speak in front of the class, they are speechless and didn't know what to say, there are also confused to speak, consequently in some words they used the mother tongue.

Some of them had been able to act, it is because they participated in extracurricular theater, perhaps from the activity they accustomed to speak and act in public. Therefore, when there is an acting lesson in class they do not feel awkward anymore. In playing a drama in front of the class with their group work, they had been able to use appropriate stress and rhythm in the speech well, making appropriate pauses in long sentences, using various tones to express feelings (happy, sad, scared, shocked, and so on) and the most important, some of them already spoken fluency without any hesitation. Although there are still three or four person who still have not been able to speak in front of people and cannot act, but at least they are willing to try and attempt to compensate for their friends who can already. It is inseparable from the role of the teacher in guiding and teaching the students to go ahead without having to be pessimistic and without the word "cannot".

### 3) Performance

From several times the writer conducted this research, some of them have been able to control characters they played well, also have the appropriate eyes contact with the audience, there are times when they have to interact with the audience and there are times when they worked with themselves or their group, they used appropriate facial expressions to express the feelings that really want them to spend from their hearts and minds, even with the great totality for some students can use actions and movement to express the meaning that would conveyed to the audience. However, it is certainly not all students are able to do it, some of students when perform with their group, there is one or two students more dominant from the others. In other words he or she was fluent in speaking, while the others shy to speak or to use facial expressions and actions or movement in front of the class, so that the students speak very little or not at all. Here, the teacher always gives useful advice for all students to participate in drama activity to show their performance.

#### 4) Collaborative

The collaborative criteria more emphasis on cooperative relationships between groups in which there are some people with different characters. When faced with a drama in front of the class, the students with their group work could help and

encourage each other. If there is an idea or opinion from one of the members, the others will listen, respond, accept or reject in their way without misunderstanding in the opinion. For example when they would perform on stage, they would discuss about the stage, the clothes worn, scene, a scene that can attract the attention of the audience to see them, the expression that they should spend to look perfect when performing. If there is a rejection, they do not compete each other instead they found a good way for solution the problem. When performing in front of the class, if there is one of them forgot the dialogue or scene, other friends tried to cover up the mistake with improvisation that are spontaneous at the time, for example making jokes so that the audience laugh and so on. That is one of the good cooperation when in group, especially in the group drama.

#### **b. Interview**

The researcher did interview after she conducted observation to all the students in Tenth Grade of Language Program at MAN 2 Model Banjarmasin, the researcher did interview with English Teacher to know how is the application of drama for students in speaking class. For the interview, the writer used six questions that should be answered by the teacher.

For the first question, the researcher asked “*Were students interested in drama lessons?*”, and Mrs.R said that the students were very interested in this lesson, every week they always enthusiastic every time I would go into the classroom to teach them. Perhaps, the thing that makes them interested in this lesson because this is a lesson that did not require thinking too much, didn’t make boring. It is so enjoy and relax.

For the next question, the researcher asked “*Was the teaching of speaking skills (e.g. rhythm, tone, etc.) useful for providing students with relevant inputs for preparing them for the final performance? How?*”, and Mrs.R said that, it was really useful and relevant for students in final performance. Usually before their performance I asked them to share whatever the difficulties they faced, for example they are less able to pronounce some words, and then I helped them to pronounce it correctly. Another example they want to express the expression of angry but they are shy or even can't use tone of angry, I usually tell them to practice before they say "cannot" and then I tried to ask one of his friends who could, if no one can do it, I will give an example. I think, teaching speaking is the process of sharing of ideas that exists in our minds.

For the next question, the researcher asked “*What were your observations about students’ pronunciation, participation and*

*confidence in the speaking activities?”*, and Mrs.R said that as long as I taught in drama lesson in speaking class, students’ pronunciation is good, although some students are still a lot of errors of pronunciation in some words but they always tried and asked me how to pronounce correctly. In participating, students have shown the best. They always participate in drama activities, especially in the group work, although in one group there is one or two students more dominant but the other members try to adjust each other. If asked about the confidence, the students have started to grow their confidence even though not fully, and some of them participated in theater so that they accustomed to act and speak in front of the class.

For the next question, the researcher asked *”How do you find the teaching materials (e.g. poems, various scripts, etc.)? Could the materials facilitate students’ learning?”*, and Mrs.R said that it is very difficult to find books accordance with this lesson, I usually take it from various sources on the internet or an e-book, but I see for the first, if there are some mistakes in grammatical or so on, I would fix first. Yes I thought it could facilitate the students for their reading material.

For the next question, the researcher asked *“What were students’ major achievements and learning in the process?”* ,and Mrs.R said that when there are events at schools such as the



anniversary of MAN 2, the celebration of Bulan Bahasa every on October 28<sup>th</sup> or the others event, usually students of Language Program were asked to participate in the event either of poetry, singing, or drama in English.

For the last question, the researcher asked “*Were there any particular difficulties students had in their learning? How did you help students overcome them?*”, and Mrs.R said that yes, of course. It is about grammar and vocabulary. In drama in speaking, sometimes there are some mistakes in grammar because they just learned grammar in general such as present and past tense or perhaps they forgot how to use the correct tenses, but to overcome it usually I taught them step by step about the correct use of grammatical. Some vocabularies that they have very less to learn speaking, hence I took the initiative to tell them to memorize vocabularies as much as possible every week then submit of memorize to me. I hope this activity will enrich their vocabularies and make it easier in their speaking.

## **2. Students’ response toward the use of drama in speaking class in tenth grade of language program at MAN 2 Model Banjarmasin..**

In this section, the writer describes the students’ response in using drama in speaking class through questionnaire analysis. Their response can be seen in the following table:

**Table 4.1 The students' interest or like speaking in English**

<b>No</b>	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	6	25%
2	Agree	18	75%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 6 students (25%) strongly agree in like speaking in English, and 18 students (75%) agree in like speaking in English and it is dominant percentage, also 0 students or 0% disagree in like speaking in English. It is also 0 students strongly disagree in like speaking in English.

**Table 4.2 The students' confidence speaking in English**

<b>No</b>	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	4	16.67%
2	Agree	15	62.5%
3	Disagree	5	20.83%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 4 students (16.67%) strongly agree that have confidence speaking in English and 15 students (62.5%) agree that have confidence speaking in English and it is dominant percentage. In

disagree that have confidence speaking in English the table shows that 5 students or 20.83%, also 0 students or 0% strongly disagree that have confidence speaking in English.

**Table 4. 3 The students try the best in pronunciation**

No	Interpretation	Frequency	Percentage
1	Strongly Agree	16	66.7%
2	Agree	8	33.3%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 16 students (66.7%) strongly agree try the best in pronunciation, and 8 students (33.3%) agree try the best in pronunciation. In disagree try the best in pronunciation the table shows that 0 students or 0%, also 0 students or 0% strongly disagree try the best in pronunciation.

**Table 4. 4 The students' interest or like drama in English**

No	Interpretation	Frequency	Percentage
1	Strongly Agree	5	20.83%
2	Agree	19	79.17%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 5 students (20.83%) strongly agree in like drama in English, and 19 students (79.17%) agree in like drama in

English and it is dominant percentage, also 0 students or 0% disagree in like drama in English. It is also 0 students strongly disagree in like drama in English.

**Table 4. 5 The students try to perform drama in speaking class**

<b>No</b>	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	4	16.67%
2	Agree	20	83.33%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 4 students (16.67%) strongly agree try to perform drama in speaking class, and 20 students (83.33%) agree try to perform drama in speaking class. and it is dominant percentage, also 0 students or 0% disagree agree try to perform drama in speaking class. It is also 0 students strongly disagree agree try to perform drama in speaking class.

**Table 4.6 The students speak more English in drama lessons**

<b>No</b>	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	4	16.67%
2	Agree	17	70.83%
3	Disagree	3	12.5%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 4 students (16.67%) strongly agree that speak more English in drama lessons and 17 students (70.83%) agree that speak more English in drama lessons. In disagree that speak more English in drama lessons the table shows that 3 students or 12.5%, also 0 students or 0% are strongly disagree that speak more English in drama lessons.

**Table 4. 7 The students' interesting learning English in performing drama**

<b>No</b>	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	13	54.17%
2	Agree	11	45.83%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 13 students (54.17%) strongly agree interest learning English in performing drama, and 11 students (45.83%) agree interest learning English in performing drama. In disagree agree interest learning English in performing drama the table shows that 0 students or 0%, also 0 students or 0% are strongly disagree agree interest learning English in performing drama.

**Table 4. 8 The students' increase in speaking in performing drama**

<b>No</b>	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	10	41.67%
2	Agree	14	58.33%
3	Disagree	0	0%

4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 10 students (41.67%) strongly agree increase in speaking in performing drama, and 14 students (58.33%) agree increase in speaking in performing drama and it is dominant percentage, also 0 students or 0% disagree agree increase in speaking in performing drama. It is also 0 students strongly disagree agree increase in speaking in performing drama.

**Table 4.9 Group work in drama can help the students better in cooperation**

No	Interpretation	Frequency	Percentage
1	Strongly Agree	13	54.17%
2	Agree	11	45.83%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 13 students (54.17%) strongly agree group work in drama can learn better in cooperation, and 11 students (45.83%) agree group work in drama can learn better in cooperation. In disagree group work in drama can learn better in cooperation the table shows that 0 students or 0%, also 0 students or 0% strongly disagree group work in drama can learn better in cooperation.

**Table 4. 10 Group work in drama build confidence in speaking English**

No	Interpretation	Frequency	Percentage
1	Strongly Agree	13	54.17%
2	Agree	11	45.83%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
<b>Total</b>		24	100%

The table shows that 13 students (54.17%) strongly agree group work in drama build confidence in speaking English, and 11 students (45.83%) agree group work in drama build confidence in speaking English. In disagree group work in drama build confidence in speaking English the table shows that 0 students or 0%, also 0 students or 0% strongly disagree group work in drama build confidence in speaking English.

### **3. Students' speaking skill in using drama in speaking class in tenth grade of language program at MAN 2 Model Banjarmasin.**

In this section, the writer describes about result of the research on the field through drama performance in the classroom and find out the score of students' speaking skill. The writer did the research on April, 28<sup>th</sup> 2015 until June, 28<sup>th</sup> 2015.

The students' performance in drama activity in some categories can be seen in the following table:

**Table 4.11 Voice**

No	Interpretation	Frequency	Percentage
1	Very Good	15	62.5%

2	Good	7	29.16%
3	Fair	2	8.34%
4	Low	0	0%
<b>Total</b>		24	100%

The table shows that 15 students (62.5%) are very good in voice was loud and clear and words were easily understood and 7 students (29.16%) are good in voice was clear but it was difficult to understand some of the script; could've been louder. In fair in voice was not clear; could've been much louder the table shows that 2 students or 8.34%, also 0 students or 0% are low in voice could not understand what was being said due to unclear and low speech.

**Table 4.12 Pronunciation**

No	Interpretation	Frequency	Percentage
1	Very Good	3	12.5%
2	Good	17	70.83%
3	Fair	4	16.67%
4	Low	0	0%
<b>Total</b>		24	100%

The table shows that 3 students (12.5%) are very good in pronunciation was very clear and good effort to pronounce words without any hesitations and 17 students (70.83%) are good in pronunciation was good, but sometimes some words could've been louder. In fair in pronunciation was not clear and sometimes make mistake in pronouncing the table shows that 4 students or 16.67%,



also 0 students or 0% are low in pronunciation was not very clear and difficult to understand in some words.

**Table 4.13 Blocking**

No	Interpretation	Frequency	Percentage
1	Very Good	5	20.83%
2	Good	15	62.5%
3	Fair	4	16.67%
4	Low	0	0%
<b>Total</b>		24	100%

The table shows that 5 students (20.83%) are very good in use of stage and movement; did not turn back to audience and 15 students (62.5%) are good in use of stage, almost used entire stage; turned away from audience only once or twice. In fair could have used more of the stage; must concentrate on facing forward the table shows that 4 students or 16.67%, also 0 students or 0% are low in needed more blocking; always face audience and use the stage.

**Table 4.14 Memorization/ Improvisation**

No	Interpretation	Frequency	Percentage
1	Very Good	5	20.83%
2	Good	16	66.67%
3	Fair	3	12.5%
4	Low	0	0%
<b>Total</b>		24	100%

The table shows that 5 students (20.83%) are very good in script was fully memorized; student improvised in place of lines and 16 students (66.67%) are good in script was almost fully memorized-

some improve used to make up for missed lines. In fair script was partially memorized; student did not attempt improvisation the table shows that 3 students or 12.5%, also 0 students or 0% are low in script was not at all memorized; no improvisation used.

**Table 4.15 Facial Expression/Body Language**

No	Interpretation	Frequency	Percentage
1	Very Good	5	20.83%
2	Good	17	70.83%
3	Fair	2	8.34%
4	Low	0	0%
<b>Total</b>		24	100%

The table shows that 5 students (20.83%) are very good in great use of gestures, facial expression and body movement and 17 students (70.83%) are good contained some facial expression, gestures and body movement. In fair needed more facial expressions gestures and movement the table shows that 2 students or 8.34%, also 0 students or 0% are low in contained little to no facial expression, gesture or movement.

The result of students' speaking skill in Tenth Grade in Language Program at MAN 2 Model Banjarmasin can be seen in the following table:

**Table 4.16 The result of students' speaking skill**

No	Name	Aspects of Speaking	Total Score
----	------	---------------------	-------------

		<b>P</b>	<b>V</b>	<b>F</b>	<b>G</b>	<b>C</b>	
1	A.N.F	14	15	14	14	15	72
2	A.R	15	14	14	13	15	71
3	A.R.Y	17	16	15	15	16	79
4	A.R.H	17	17	17	15	16	82
5	A.F	14	14	15	14	15	72
6	A.R.A	15	16	17	16	17	81
7	A.R.N	14	15	15	14	15	73
8	C.M.M	17	18	16	15	17	83
9	F	14	14	13	13	15	69
10	I.P.U	14	15	14	13	14	70
11	I.A.S	14	15	14	14	15	72
12	L.A.	13	13	13	13	13	65
13	J.R	17	16	18	16	17	84
14	M	15	16	15	14	15	75
15	M.A	14	14	13	13	14	68
16	M.A.Y	15	14	13	14	15	71
17	M.R	15	14	14	14	15	72
18	M.A.I	14	14	14	13	14	69
19	M.N.I	14	15	16	14	16	75
20	N.N	14	14	14	13	14	69
21	N.N.A	16	17	18	16	15	82
22	R.H	13	15	14	13	14	69
23	R.M	13	14	14	13	14	68
24	S.N.A.A	16	15	15	15	16	77
<b>Total</b>							1768
<b>Mean</b>							73.66

Information about the table above:

P = Pronunciation

V = Vocabulary

F = Fluency

G = Grammar

C = Comprehension

Based on the data on table above, it is identified that the highest score of the drama in speaking class is 84 and the lowest score of the drama in speaking class is 65. The accumulative score is 1768 from 24 students.

Based on the result of score students' speaking skill above, it was found the categories in Tenth Grade of Language Program at MAN 2 Model Banjarmasin. The students' score will be categorized into :

- a. Excellent category, 5 students (20.83%) with score 80-100
- b. Good category, 12 students (50%) with score 70-79
- c. Fair category, 7 students (29.17%) with score 60-69
- d. Low category, 0 students (%) with score 50-59
- e. Very Low category, 0 students (%) with score <50

**Table 4.17 The Frequency Distribution of Students' Speaking Skill of Students in Tenth Grade of Language Program at MAN 2 Model Banjarmasin**

<b>No</b>	<b>Score</b>	<b>Frequency</b>
1	84	1
2	83	1
3	82	2
4	81	1
5	79	1
6	77	1
7	75	2
8	73	1
9	72	4
10	71	2
11	70	1
12	69	4
13	68	2
14	65	1
	Total	24

**Table 4.18 The Description of Classification and Categories of Students in Tenth Grade of Language Program at MAN 2 Model Banjarmasin**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Categories</b>

1	80-100	5	20.83%	Excellent
2	70-79	12	50%	Good
3	60-69	7	29.17%	Fair
4	50-59	0	0%	Low
5	0 - <50	0	0%	Very Low
	<b>Total</b>	24	100%	

Based on the data above, it can be seen that there are 5 students (20.83%) get excellent score's category, 12 students (50%) get good score's category in range (70-79), 7 students (29.17%) get the score in the range (60-69) that are interpreted as fair score's category, and there is none get low score's category, also very low score's category.

To know the students' speaking skill and categories of Students in Tenth Grade of Language Program at MAN 2 Model Banjarmasin, the writer used accounting of mean formula as follows by Murdan (2012, p. 47) :

$$\begin{aligned}
 \text{Mean} \quad : M &= \frac{\sum X}{N} \\
 &= \frac{1768}{24} \\
 &= 73.66
 \end{aligned}$$

So, the mean score is 73.66 that can be categorized in "good" category.

## **B. Discussion**

After all the obtained data are shown in the findings, the researcher discusses all the obtained data to give some considerations on the research.

### **1. The use of drama in speaking class in tenth grade of Language Program at MAN 2 Model Banjarmasin.**

The researcher found how is the application of drama in speaking class in tenth grade of language program at MAN 2 Model Banjarmasin based on observation and interview. From the observation and interview, the researcher makes conclusion that all of the students were very enthusiastic and interested in the use of drama in speaking class. The teacher has shown the best teaching for students. The teacher always gives the great material as reading material for students. Students are able to play every role which different from their characters, almost all of students have great confidence in speaking in front of the class, they have been able to use appropriate stress and rhythm in speech well, makes appropriate pauses in long sentences, using various tones to express their feelings, makes improvisation in some parts, use of vocabulary, grammar, pronunciation and their comprehension is also good (they could find new vocabularies, the correct grammatical from the scripts, the correct pronunciation, understanding about the story in script), even some of

them have spoken fluently without any hesitation with use actions and movement to express the meaning which will be presented to the audience, cooperation or collaborative in group also good. This is accordance with the theory in previous chapter from Ur (1996, p. 120) there are four characteristics of successful speaking activity such as learners talk a lot, participant is even, motivation is high and language is of an acceptable level.

In the researcher observation, there are some problems that faced in drama in speaking class such as some mistakes in pronunciation and grammar, less of the vocabularies, some of students got nervous, shy, awkward, a little hesitation to speak because they are afraid of make mistakes, afraid of pronounce unfamiliar words, they are speechless and didn't know what to say, there are also confused to speak, consequently in some words used the mother tongue. This is accordance with the theory in previous chapter from Ur (1996, p. 120) there some problems with speaking activities such as inhibition, nothing to say, lows or uneven participation and mother tongue use.

From the observation and interview, the application of drama in speaking class in Tenth Grade of Language Program at MAN 2 Model Banjarmasin is a useful way that used to make the process of learning English more active, more interest, and more different from all the subjects of study. This is accordance with the theory in previous chapter from Heldenbrand in Hafeez (2010, p. 157) reviews that



drama is fun, relaxed and informal way to learn English and motivates the student of English.

Drama is one of the most preferred activities students aside from poetry and song that implemented in language program in speaking class. The use of drama can develop students' speaking skill, to practice self confidence in speaking, develop ideas and creative thinking of the students, and so on. It refers to the previous theory by Chukueggu (2012, p. 9) states drama is a useful teaching strategy which promotes communication skills, problem-solving skills, multisensory learning, self-confidence, social skills, etc. In drama activity, the teacher can find out and measure students' speaking skill in five components such as pronunciation, grammar, vocabulary, fluency and comprehension. The five components can be known the students' speaking skill that applied in the drama script which will be played in front of the class. Usually, students in Language Program will show their drama performance in several activities that held by school such as "the anniversary of MAN 2, the celebration of Bulan Bahasa" and the others event.

## **2. Students' response toward the use of drama in speaking class in tenth grade of Language Program at MAN 2 Model Banjarmasin**

The researcher also distributed questionnaire with 10 statements to know the students' response in using drama in speaking class. Most of students agree and some of students strongly agree in like drama in speaking class. Some of students also agree that have confidence in speaking. Most of students strongly agree in try the best to pronunciation some words in speaking class even though they don't know how to pronounce them correctly. Most of students also agree in performing drama in speaking class increases their interest and speaking in English. Most of students agree in group work in drama can build their confidence in speaking English. From all of the questionnaire that have calculated, the researcher took a conclusion that the students' response is good in drama in speaking class. Although, there are still some students who don't have self confidence in speaking class and consequently they didn't speak more English in drama lesson in speaking class.

### **3. Students' speaking skill in using drama in speaking class in tenth grade of Language Program at MAN 2 Model Banjarmasin.**

Based on the students' performance in drama in some categories of assessment shows that most of students very good in voice, the voice was loud and clear and words were easily understood. Most of students also good in pronunciation, the pronunciation was good but sometimes some words could've been louder. Most of students good in use of stage, almost used entire stage; turned away from audience only once or twice. Most of students also good in memorization/ improvisation, the script was almost

fully memorized-some improve used to make up for missed lines. Most of students good contained some facial expression, gestures and body movement. Overall, students' drama performance in speaking class is good.

The finding data on the previous subchapter shows that there is no students (0%) get the score in range 0-<50 (very low category), also there is no students (0%) get the score in range 50-59 (low category), 7 students (29.17%) get the score in range 60-69 (fair category), 12 students (50%) get the score in range 70-79 (good category) and there are 5 students (20.83%) get the score in range 80-100 (excellent category). The accumulative score of students is 1768 from 24 students. The mean score is 73.66. It shows that students' speaking skill in Tenth Grade of Language Program at MAN 2 Model Banjarmasin is categorized into "good" category.