

THE EFFECTIVENESS OF DRAMA TECHNIQUE TO TEACH SPEAKING AT ELEVENTH GRADE STUDENTS OF MADRASAH ALIYAH URWATUL WUTSQO BULUREJO DIWEK JOMBANG

Khudriyah¹

Abstract: Globalization era has forced students to master speaking. There are many advantages in mastering speaking. Besides, a second or foreign language student can be considered to master the target language when they are able to utilize it in speaking. Drama is one of effective and enjoyable techniques to teach language. It can be an alternative to teach speaking. This reaserch purpose is to know wether or not drama as technique can effective in teaching speaking. The researcher used quasi experimental design with test and questionnaire as research instrument. The research finding shows there is difference speaking ability of students who are taught using drama and conversation practice because the T-test is higher than *t* table ($2,099 > 2,00172$) and significance of 2-tailed is smaller than 0,05 ($0,040 < 0,05$). The conclusion is drama as technique to teach speaking is effective because it is interesting, enjoyable, motivated and effective for students in learning speaking.

Key words: effectiveness, drama, speaking

A. Background of the Study

Language is as a mean of communication to express our ideas, emotion and sense is very important to be studied. Learning foreign language is a hard working. It takes time and commintment, besides, they must make effort and be committed to improve their language skills.

¹Sekolah Tinggi Ilmu Tarbiyah (STIT) Urwatul Wutsqo Bulurejo Jombang Jawa Timur.

English as a foreign language has important role in many aspects. They are economic, politics, education, culture, etc. More references are written in English. Besides, English also helps students to access uptodate information in fields, such as science of technology and health. Moreover, students can get new information easily by watching television, video, film or internet. That's why learning English can make students get a valuable skill which can be useful in their life.

English is one of an international language which is taught in Indonesia as foreign language has become main lesson at school since it has been included in National Examination. This is one of the reason why English must be mastered by students especially for those who are in the junior and senior high school.

There are four skills have to be paid attention by learners, namely listening, speaking, reading and writing. All of those skills can not be separated to one another. It means that students are expected to be able to communicate both in oral and in written forms to overcome their daily problems.² Thus, the teaching of English is to develop the four skills; listening, speaking, reading and writing.

Speaking, as one of the four skills, should be developed in teaching English. Hedge says that learning speaking is very crucial for students.³ A second or foreign language student can be considered to master the target language when they are able to utilize it in speaking. This is related to Nunan statement that to most people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.⁴

In line with Nunan, Huda states that the oral communication is an important skill required for English language teachers. But it is the most difficult skill to develop. Further, he states that the environment in Indonesia provides less support for learners because English is not spoken in the community.⁵ In this case, learners need to identify and use their own learning strategies to develop the skill.

The statement above is supported by Richards and Renandya as he says that a large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.⁶

²Depdiknas, *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006*, 277.

³T. Hedge, *Teaching and Learning in the Language Classroom* (UK: OUP, 2003), 261.

⁴D. Nunan, *Language Teaching Methodology* (New York: Prentice Hall, 1991), 39 .

⁵N. Huda, *Language Learning and Teaching* (Malang: IKIP Malang, 1999), 72.

⁶J.C. Richards dan WA. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 201.

Speaking skill is still considered as the difficult skill to be mastered. Most of students either junior or senior high school can hardly use English for communicative objective even in the simple form of English expression. Lestari states that there is some evidence in which many senior high school graduates who have studied English for more than six years but they are still unable to communicate in English orally.⁷ Students' inability in using spoken English may be caused by some reasons. As stated by Cox, the fact in which reading and writing performance are used as measurements of students' achievement makes the teachers limit the opportunities for teaching speaking. Thus, the limited time for teaching speaking skill gives the students insufficient time to practice their speaking skill and it affects their ability to use the target language orally.⁸

This failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. However, the most important thing is that the English teachers must try to find out the best way to overcome the problems to reach the target and the purpose of the teaching of English.

Using drama is a good solution to overcome teaching speaking problem, since drama can create classroom more interesting, stimulating and enjoyable, because drama can provide an opportunity to develop the imagination of the students. The students can go beyond the here and now and even "walk in the shoes" of another. It provides an opportunity for independent thinking.⁹

Besides, the class becomes active. Drama can increase the students' motivation to study, build up their self-confidence to speak. It also makes students to memorize vocabularies easily since it uses gesture, moving the body, etc. It is also enjoyable because the players can be sitting, standing up, running depend on their character and the location of playing drama can be out or in the class.

Drama is game which is able to make participants studying while playing. It can decrease students stress to learn foreign or second language. The participants also demonstrate as the real life, that is why this action will help participant to have longer memories. The strength of practice is higher than memorizing, reading or writing, even drama which the participant practice physically and mentally.

⁷LA. Lestari, "Permainan Bahasa: Salah Satu Alternatif untuk Mengaktifkan Siswa Berbicara dalam Bahasa Inggris," *Jurnal Genteng Kali*, No. 4 (Surabaya: Proyek Perluasan dan Peningkatan Mutu SLTP, 2000), 27.

⁸C. Cox, *Teaching Language Arts* (Massachusetts: Allyn & Bacon, 1999), 90.

⁹Nellie McCaslin, *Creative Drama in the Classroom and Beyond* (London: Longman Publishers, 1996), 76.

Drama, especially as it is used in classrooms for learning purposes, exists for the benefit of the participants. Although it uses many theatre terms and conventions, its focus is on the process of the experience for students and teachers, not on a product created for others. They then explained, the class as audience, can observe the acting of others. As critics, they assess the dramatic experience and reflect on how to improve future presentations.¹⁰ It indicates that drama is not only able to use in theater but also in the class and many beneficial when the teachers are creative in improving the teaching technique using drama.

In drama, participants *live in the moment* of the action. By using their imaginations, participants play roles and experience what others think and feel. Drama allows them to experience empathy for other people, comprehend complex situations, consider varying viewpoints and opinions, and feel the consequences of choices and behaviors. All of these dramatic experiences may cause participants to change their personal feelings or attitudes, thus impacting their real-life choices.¹¹

Drama promotes awareness and ownership of knowledge. Drama offers an alternative approach to the printed word and allows students to connect with learning content through action.¹² Wagner claims that drama increases students' overall comprehension and understanding of content and enables them to examine text more closely. In addition, he says that equates drama as a type of transformational magic, invites students to learn more about a particular topic.¹³

Another effectiveness of drama in teaching speaking are stated by Dinapoli and Algarra who argue that, learners need to be involved in discourse at a more personal level and the efficient and effective use of language in conversation.¹⁴ With its learner-centered and multi-modal nature. That statement is right because in drama the students will be involved physically and mentally, such as gesture, moving body and their expression when they practice the drama.

The next is Dodson, who explains that drama can create an environment where language learners communicate with one another meaningfully and purposefully by means of verbal and non-verbal signs in a social context.¹⁵ Matthias states that dramatic activities invite second language learners to experience language as a

¹⁰L. Blank Flynn Kelner, *Dramatic Approach to Reading Comprehension* (Portsmouth: Heinemann, 2006), 8.

¹¹Ibid, 9.

¹²R. Heinig, *Creative Drama for the Classroom Teacher* (tk: Allyn and Bacon, 1992), 6.

¹³Betty Jane Wagner, *Educational Drama and Language Arts* (Portsmouth: Heinemann, 1998), 11-12.

¹⁴Russell Dinapoli, "Using Dramatic Role-Play to Develop Emotional Aptitude," *International Journal of English Studies*, Vol. 9 No. 2 (2009), 97-110.

¹⁵Sarah Dodson, "The Educational Potential of Drama for ESL," in Gerd Bräuer (ed.), *Body and Language* (London: Ablex Publishing, 2002), 161-178.

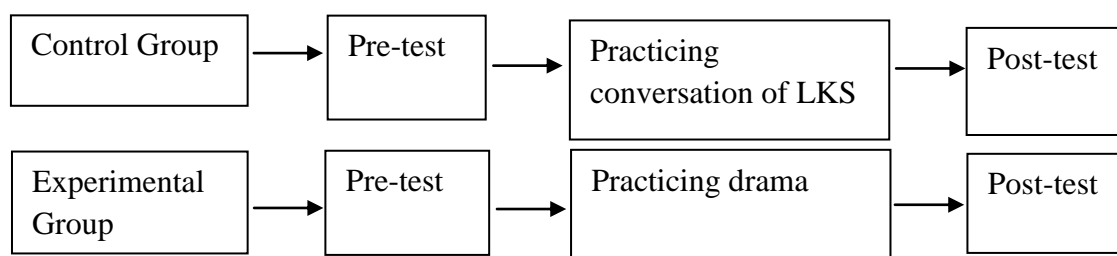
system of communicative choices where they negotiate and exchange information and ideas in a make-believe setting.¹⁶ As such, drama-based on second language pedagogy facilitates opportunities for second language learners to use language, experience it contextually and develop their intercultural communicative competence.¹⁷ These statements shows that drama is very useful and effectife especially in teaching speaking. Besides, drama also has disadvantages, however, it can be overcome by teachers when teaching and learning activities is conducted.

This article is purposed to examine whether or not drama as technique to teach speaking is effective and intersting for students of MA Urwatul Wutsqo Jombang in academic year of 2014/2015. Besides, the researcher wants to know the students perception after the implementation of drama in teaching speaking.

B. Method

Design of this research was experimental research in the form of non-equivalent control group design since the sample is not chosen in random. The reason is the institution only have two classes of eleventh grade. It is part of quasi experimental design, the samples are not chosen at random, they have a same characteristics, however.¹⁸

This research tested the significance of two paired samples. The first sample was experimental class and given treatment and the other was control group who was not given drama as treatment, they just given usual teaching method in the teaching and learning process, namely practicing conversation on the LKS. However, both of them were given pre-test and post-test to know whether or not they had same characteristic before treatment and to know wether or not drama influenced the experimental class. As shown by this scheme:



The population of this reseach was the eleventh grade students of MA Urwatul Wutsqo Jombang in academic year of 2014/2015. They were about 60 students and

¹⁶Bettina Matthias, "Show, Don't Tell: Improvisational Theatre and the Beginning Foreign Language Curriculum," *SCENARIO*, Vol. 1 No. 1 (2007), 56-69.

¹⁷M. Byram, *Teaching and Assessing Intercultural Communicative Competence* (Clevedon: Multilingual Matters, 1997), 26.

¹⁸Sugiyono, *Metode Penelitian Administrasi* (Bandung: Alfa Beta, 1999), 56.

all of them were the samples of this research, so it was the population research. As Arikunto says that if the subject research is less than 100 people, then the sample can be taken all and the research is population research.¹⁹

There are two classes, A class with 30 students as experimental group and B class with 30 students as control group. The instrument used in collecting data were test and questionnaire. There are pre-test and post-test instrument. The test is used to measure their speaking ability before and after treatment given. Questionnaire is given for experimental group only. It is used to know the students perception or opinion after giving treatment. When the speaking learning activities was conducted, the researcher as passive participant who just watched and gave suggestion to the English teacher when there was a problem. However, the researcher gave them drama scrip and tested them after treatment conducted.

The data was analyzed by looking for mean score and t-test assisted by computerisation program of SPSS 16,0. The students speaking score was gained by counting four elements of speaking scoring rubrics, they are fluency, grammatical accuracy, pronunciation and vocabulary. The analysis used is comparing the t_{counted} and t_{table} . If $t_{\text{counted}} > t_{\text{table}}$ then alternative hypothesis is accepted and Null hypothesis is rejected, on the other hand. Then the significance $> 0,05$ the Null hypothesis is accepted, but if the significance $< 0,05$ the Null hypothesis is rejected. The formula used in looking for t of independent samples T-test is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

For paired sample the researcher used this formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left[\frac{S_1}{\sqrt{n_1}} \right] \left[\frac{S_2}{\sqrt{n_2}} \right]}}$$

Where:

- t = significance of different mean
- \bar{x}_1 = average score of sample 1
- \bar{x}_2 = average score of sample 2
- S_1 = standard deviation of sample 1
- S_2 = standard deviation of sample 2
- S_1^2 = varian of sample 1
- S_2^2 = varian of sample 2
- r = correlation of two samples
- n = the number of sample

¹⁹Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Rieneka Cipta, 1988), 107.

C. Discussion

1. The Hypothesis Testing Result

The result of pre-test and post-test of control and experimental group can be seen on the following table:

a. The Result of Control Group

Table 1
The Difference Result of Pre-test Post-test of Control Group

No	Respondents	Pre-test (x_1)	Post-test (x_2)
1	Achmad Ainul Y	60	70
2	Achmad Ali Z	65	65
3	Achmad Maimun	50	60
4	Ani Tisngatun Kh.	70	70
5	Aulia Agustin	65	60
6	Bayu Novan D	67	70
7	Devi Sri Maulana	45	45
8	Didik Rizky Susanto	80	80
9	Fahri Bahtiar	55	60
10	Hikmatun Sholihah	60	65
11	Imro'atul Mufida	50	50
12	Itsna Fardah Q.A	65	70
13	Izzatul Awwalia	70	75
14	Jaisyulloh Qosmal	75	75
15	Khofshoh Rahayu	20	30
16	Khori A.A	70	75
17	Liyah Faridah	85	80
18	M.Alimaskur	70	75
19	Muchamad Abdul G	75	65
20	Moh Anshori	55	50
21	Much Fakhrur Rozi	65	60
22	Nuruddin N	35	50
23	Nurul Azizah	65	70
24	Rizta Wahyu S.	45	45
25	Rizta Wahyu S.	75	70
26	Siska dewi parida	70	75
27	Sayyidatul Karimah	45	50
28	Tho Khi yani Maliki	80	85
29	Yeni Retnaning	65	65
30	Zainatul Ulfa Al.	75	80

Table 2
The Result of Hypothesis Testing of Control Group

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 before giving conversation	62.40	30	14.385	2.626
after giving conversation	64.67	30	12.794	2.336

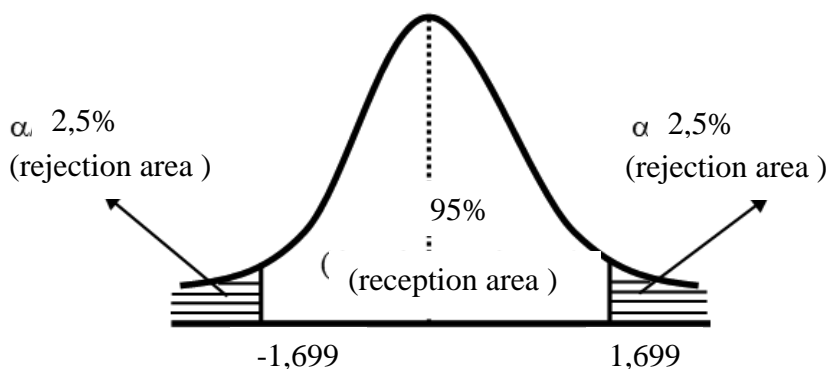
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 before giving conversation & after giving conversation	30	.924	.000

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before giving conversation - after giving conversation	-2.267	5.508	1.006	-4.323	-.210	-2.254	29	.032

Graphic (1) Curve Reception Area of Control Group



$t_{counted} = -2.254 > -1,699 = t_{tabel}$ H_0 is rejected

b. The Result of Experimental Group

Table 3
The Difference Result of Pre-test Post-test of Experimental Group

No	Respondents	Pre-test (x ₁)	Post-test (x ₂)
1	Ahmad Chalim	67	78
2	Alfian Amin Ma'ruf	80	90
3	Ali Rodho	65	75
4	Ariyanti Pangestu	55	60
5	Ecy Rahmawati	70	85
6	Fajrul falah	70	80
7	Firman	70	85
8	Hafazatul Faizi	75	90
9	Irma Lailatul	70	80
10	Itaul Khasanah	50	65
11	Julian Ma'arif	85	90
12	Khotimul Nur N	55	55
13	M.Abdur Rohman	60	70
14	M.Arifan Adam W	30	30
15	M.Bahrul Ulum	70	75
16	M.Miftahul Huda	65	75
17	M.Zaeni Mustofa	40	30
18	Moh Anas Mukafi	50	55

19	Nurul Lailiyah	80	90
20	Nurul Nafi'ah	40	50
21	Nurul Fatonah	60	70
22	Rasti	50	70
23	Riski Faidatur R.	50	70
24	Roudhotul Jannah	65	70
25	Siti Dhuriana Al F	75	85
26	Siti Mar'atus S.	65	80
27	Siti Nur A.	70	85
28	Siti Qomariyah	65	75
29	Tri Agustiningsih	75	80
30	Yogi Priyanto	65	80

Table 4
The Result of Hypothesis Testing of Experimental Group

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 before using drama	62.90	30	12.861	2.348
after using drama	72.43	30	15.714	2.869

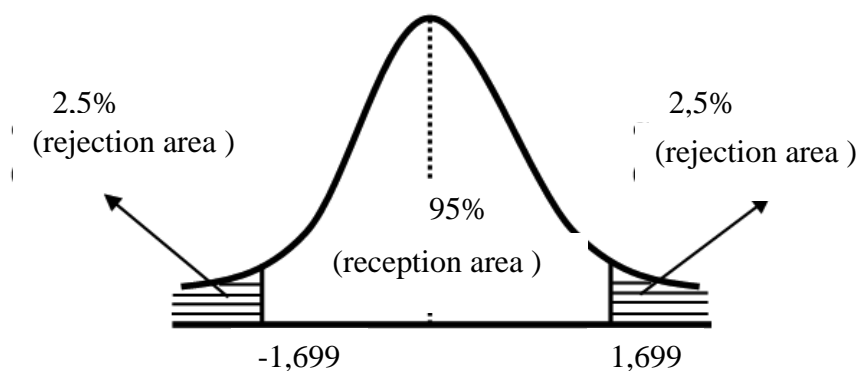
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 before using drama & after using drama	30	.925	.000

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before using drama - after using drama	-9.533	6.213	1.134	-11.853	-7.213	-8.404	29	.000

Graphic (2) Curve Reception Area of Experimental Group



$t_{counted} = -8.404 > -1,699 = t_{tabel}$ H_0 is rejected

c. Hypothesis Testing Result

Table 5
The Result of Hypothesis Testing of Experimental and Control Group

Group Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean
score post test experimental group	30	72.4333	15.71444	2.86905
control group	30	64.6667	12.79368	2.33580

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score post test	Equal variances assumed	.420	.519	2.099	58	.040	7.76667	3.69965	.36102	15.17232
	Equal variances not assumed			2.099	55.709	.040	7.76667	3.69965	.35453	15.17881

The data shows that before drama was implemented the students speaking mean score was hardly different that is 62,40 for control group and 62,90 for experimental group, it means there was no significant difference of speaking ability between control and experimental group. However, after they were given different treatment, control group was given conversation practice from LKS as usual and experimental group was given drama as technique in teaching speaking, their mean score was different, the control group was 64,67 and experimental group was 72,43 the difference is 7,76.

Analysis result using paired sample states that both of the treatment, practicing conversation of LKS or using drama was effective in teaching speaking. However, using drama is more effective than practicing conversation. This is proved by the result of t test for control group that is t_{counted} is $-2.254 > t_{\text{tabel}} (-1,699)$. It means that H_0 is rejected. It can be concluded there is difference before and after implementation of conversation practice based on LKS of teaching speaking.

The result of T-test of experimental group shows the Null hypothesis is also rejected. The statement can be seen on Graphic 2 the reception area is between $-1,699$ to $1,699$. The t_{counted} is (-8.404) and higher than $t_{\text{tabel}} (-1,699)$. So the conclusion is drama is effective to teach speaking at MA Urwatul Wutsqo Jombang in academic year of 2014/2015.

The result of analysis the difference test using independent samples T-test showed that there is difference between using drama and practicing conversation in teaching speaking. The table of group statistic can be seen that the mean of experimental group is 72, 433 and control group is 64,67 and the difference is 7,76. It means that the mean of experimental group is higher than the control group. The result of T-test is 2,099 and t table with degree of freedom 58 and significance of 2,5% or 0,025 is 2,00172 indicates that t counted is higher than t table, the significance of 2-tailed is 0,040, means that sig is smaller than 0,05. It indicates that there is difference speaking ability between students who are taught using drama and conversation practice. As hypothesis stated above is there is difference speaking ability between using drama and conversation if t counted is higher than t table. The finding is T-test is $2,099 > t$ table (2,00172) and the significance 2-tailed is 0,040 is smaller compared with significance of 0,05 ($0,04 < 0,05$). The result of hypothesis is also supported by questionnaire result below:

2. The Result of Questionnaire

The result of questionnaire showed at the following table:

Table 6
Students' Perception Result of Implementing Drama in Teaching Speaking

No	Perception	Percentage					Total
		Strongly Agree	Agree	So-so	Disagree	Strongly Disagree	
1	The students' liking for drama	13,3	63,3	16,7	1,3	1,3	100
2	The usefulness of drama to teach speaking	33,3	56,7	14,8	6,7	1,3	100
3	Their self confidence in practicing drama	10,0	50,0	16,7	13,3	10,0	100
4	The students interesting of drama	13,3	63,3	16,7	2,7	0,0	100
5	the students increasing of their speaking ability	10,0	50,0	16,7	16,7	6,7	100
6	The students recommendation of using drama in teaching speaking	16,7	66,7	16,7	0,0	0,0	100
Total		96,6	350	98,3	40,7	19,3	
Average		16,1	58,3	16,4	6,8	3,2	100

The finding of questionnaire about students perception after getting drama as technique to teach speaking are as follow; the first statement was about the students' perception of their liking of using drama in learning speaking. The result indicated that 13,3% students strongly agreed when drama as teaching speaking and 63,3% students agreed. Those who neither agree nor disagree was 16,7%. The rest was clearly indicated that 1,3% students disagreed and 1,3 % they were strongly disagreed when drama as technique to teach speaking. The second result was on the students' perception of the usefulness of drama.

The Table 1 showed that 33,3% students strongly agreed and 56,7% students agreed. Those neither agree nor disagree is 14,8%. It also stated that 6,7% students disagreed and 1,3% students strongly disagreed. The third questionnaire was on the students' self confidence in practicing drama. The Table 2 showed that 10,0% students strongly agreed and 50,0% students agreed. Those neither agree nor dis-

agree about 16,7% and those disagree was 13,3% and 10,0% strongly disagreed to say that drama can make them self confidence. The fourth questionnaire was about the students interesting of drama. The Table 3 showed that 13,3% students strongly agreed and 63,3% students said to agree, 16,7% students neither agree nor disagree.

The Table 4 also showed 2,7% students disagreed and no one stated strongly disagreed. The fifth questionnaire was the students increasing of their English after implementing drama. The Table 5 explained that 10,0% students strongly agreed and 50,0% students chose agreed. There were 16,7% students stated neither agree nor disagree. Then 16,7% students disagreed and 6,7% stated strongly disagreed. The last questionnaire was about the students recommendation on using drama in teaching speaking. This table showed that 16,7% students strongly agreed and 66,7% students agreed. Those were 16,7% students neither agree or disagree. However, none chose disagreed or strongly disagreed to recomend drama in teaching speaking.

To sump up, Table 6 indicated that 16,1 % students strongly agreed when drama is implemented to teach speaking. The students who chose statement agree is about 58,3%. Those neither agree nor disagree is 16,4%. For those who stated disagree is about 6,8% and 3,2% students claimed to strongly disagreed. It means that most of students agree to learn speaking using drama.

D. Conclusion

Based on the finding, the result of questionnaire, the researcher stesses that the drama as technique to teach speaking is effective because drama is interesting, enjoyable, motivated and effective for students in learning speaking. Either conversation or drama has increased mean of each group, since mean of the two group are rising. However, drama is higher than conversation. The result of hypothesis analysis showses that T-test is higher than t table ($2,099 > 2,00172$) and significance of 2-tailed is smaller than 0,05 ($0,040 < 0,05$). The conclusion is there is difference speaking ability of students who are taught using drama and conversation practice.*

BIBLIOGRAPHY

- Arikunto, Suharsimi. *Prosedur Penelitian*. Yogyakarta: Rieneka Cipta, 1988.
- Byram, M. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters, 1997.
- Cox, C. *Teaching Language Arts*. Massachusetts: Allyn & Bacon, 1999.
- Depdiknas. *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006*.

- Dinapoli, Russell. "Using Dramatic Role-Play to Develop Emotional Aptitude." *International Journal of English Studies*, Vol. 9 No. 2 (2009), 97-110.
- Dodson, Sarah. "The Educational Potential of Drama for ESL," in Gerd Bräuer (ed.). *Body and Language*. London: Ablex Publishing, 2002.
- Hedge, T. *Teaching and Learning in the Language Classroom*. UK: OUP, 2003.
- Heinig, R. *Creative Drama for the Classroom Teacher*. tk: Allyn and Bacon, 1992.
- Huda, N. *Language Learning and Teaching*. Malang: IKIP Malang, 1999.
- Kelner, L. Blank Flynn. *Dramatic Approach to Reading Comprehension*. Portsmouth: Heinemann, 2006.
- Lestari, LA. "Permainan Bahasa: Salah Satu Alternatif untuk Mengaktifkan Siswa Berbicara dalam Bahasa Inggris." *Jurnal Genteng Kali*, No. 4. Surabaya: Proyek Perluasan dan Peningkatan Mutu SLTP, 2000.
- Matthias, Bettina. "Show, Don't Tell: Improvisational Theatre and the Beginning Foreign Language Curriculum." *SCENARIO*, Vol. 1 No. 1 (2007), 56-69.
- McCaslin, Nellie. *Creative Drama in the Classroom and Beyond*. London: Longman Publishers, 1996.
- Nunan, D. *Language Teaching Methodology*. New York: Prentice Hall, 1991.
- Richards JC. dan WA. Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002.
- Sugiyono. *Metode Penelitian Administrasi*. Bandung: Alfa Beta, 1999.
- Wagner, Betty Jane. *Educational Drama and Language Arts*. Portsmouth: Heinemann, 1998.