**The Effectiveness of Using English Dramatization Role-play Approach to Improve The Eleventh Grade Student’s Pronunciation of State Vocational High School 1 Karanganyar Study Program of Accountancy in The Academic Year 2012/2013**

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**Abstract**

The objective of this research is to find whether the use of English dramatization role-play approach is effective or not to improve students’ pronunciation on the eleventh grade students of State Vocational High School 1 Karanganyar study program of accountancy in academic year 2012/2013. Role-play is a popular pedagogical activity in communicative language-teaching classes while drama is a powerful language teaching tool that interactively all of the class period. Dramatization role-play approach is a kind of role-play which is inserted values of drama so it can also provide the mean for connecting students’ emotions and cognition as it enables students to take risk with language and experience the connection between thought and action. Considering the result of t-test showed that t-value is higher than t-table (2.19 > 2.03). It means that Ha is accepted; thus, it can be concluded that the use of English dramatization role-play approach is effective to improve the 11th grade students’ pronunciation of State Vocational High School1 Karanganyar study program of accountancy.

Keywords: English, effectiveness, dramatization role-play approach, pronunciation.

1. **Background**

English is one among are many languages in the world. In addition, English as an International language which has an important role in International communication among the countries around the world; on the other hand, English in Indonesia as also a foreign language. In Indonesia, English also becomes an educational requirement which is taught from elementary school until University. At least, there are three aspects of English that become the focus of teaching-learning in Indonesia such as: pronunciation, vocabulary and grammar. In this research, the researcher will focus on discussing pronunciation problem of the students and the effective method to deal with the problems.

Pronunciation is one of the most conspicuous features of a person’s speech, yet so often it is not explicitly taught (Elliot as cited from Jill Singer 2006: 15). Lund as cited from Qian-Mei Zhang (2009:35) pointed out, “pronunciation is the only aspect of language that calls for a close interaction between the cognitive and physiological processes.

1. **Research Method**

This research belongs to quantitative research which is designed as experimental research with paradigm one-group pre-test—post-test design. The research was conducted in State Vocational School 1 Karanganyar study program of accountancy. It was carried out on May 17th, 21st, and 24th 2013. The population of this research is eleventh grade students of State Vocational High School 1 Karanganyar study program of accountancy in academic year 2012/2013 with the total students are 120 students which consists of three classes. The sample of this research is eleventh grade students of accountancy three with total students 40 students. However, from 40 students, there are only 38 students who join in this research. Considering the technical sampling, the researcher uses purposive sampling because consideration of time, effort, money. The researcher uses test as a research instrument. The test consists of two sections. They are: pre-test and post-test.

In this research, the researcher uses descriptive analysis and inferential analysis. Descriptive analysis is needed to describe the data which involve mean, range, median, mode, standard deviation, variance, highest score, and lowest score while inferential analysis is used to make easier in interpreting the data. This analysis involves normality test, homogeneity test and hypothesis test.

1. **Finding and Discussion**

The highest score of the students of pre-test of the eleventh grade students of State Vocational High School 1 Karanganyar study program of accountancy was 90 and the lowest one was 48. The mean of pre-test was 71.27 and the standard deviation of it was 10.90. It means that the students of pre-test of the eleventh grade students of State Vocational High School 1 Karanganyar study program of accountancy have good result on their pronunciation ability. From 40 students, there are only 38 students who join in this research, the researcher took the mark, there was no student (0%) belongs to low category, 4 students (11%) belong to fairly sufficient category, 7 students (18%) belong to sufficient category, 20 students (53%) belong to good category, 7 students (18%) belong to excellent category.

The highest score of the students of post-test of the eleventh grade students of State Vocational High School 1 Karanganyar study program of accountancy was 85 and the lowest one was 55. The mean of post-test was 70.71 and the standard deviation of it was 9.71. It means that the students of post-test of the eleventh grade students of State Vocational High School 1 Karanganyar have good result on their pronunciation ability. From 38 samples, the researcher took the mark, there was no student (0%) belongs to low category, 1 student (3%) belongs to fairly sufficient category, 6 students (16%) belong to sufficient category, 18 students (47%) belong to good category, and 13 students (34%) belong to excellent category.

From the previous analysis, it shows that with the amount of the samples (N=38) and the level of significance was 5%, the result of the computation of t-value is higher than the t-table that was 2.19> 2.03.

Thus, the hypothesis was accepted. It means that “the use of Dramatization role-play approach to improve the eleventh grade students’ pronunciation of State Vocational High School 1 Karanganyar study program of accountancy in academic year 2012/2013 is effective”.

After computing t-test, and after knowing that the hypothesis is accepted, the theory meets the fact in this case. Then, from the computation exist in the previous section; the researcher concluded that teaching pronunciation using Dramatization role-play approach is effective for improving the eleventh grade students’ pronunciation of State Vocational High School 1 Karanganyar study program of accountancy in academic year 2012/2013, the theory is proved.

1. **Conclusion and Recommendation**

Based on the research finding which has been discussed in the previous chapter that there is effectiveness of using Dramatization Role-play Approach to improve eleventh grade students’ pronunciation of State Vocational High School 1 Karanganyar study program of accountancy in academic year 2012/2013.

The result of t-value is 2.19. In addition, the result on the mean score of post-test is higher than the mean score of pre-test (74. 82 > 71.27). Then, the researcher consults the critical value to the t-table using the 5% (0.05) alpha level significance and the degree of freedom is 2.03. It shows that the t-value is higher than t-table (2.19>2.03). It means that Dramatization Role-play Approach is effective to improve the eleventh grade students’ pronunciation of Vocational High School 1 Karanganyar study program of accountancy in academic year 2012/2013.

Based on the data analysis, the test of the hypothesis and the discussion, the conclusion can be draw that the use of Dramatization Role-play Approach as a technique is effective to improve eleventh grade students’ pronunciation of State Vocational School 1 Karanganyar study program of accountancy in academic year 2012/2013.

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