

**IMPROVING YOUNG LEARNERS' SPEAKING SKILL
THROUGH CULTURAL-BASED MUSICAL MINI-DRAMA**

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ABSTRACT

Nowadays, in our country, many several issues have come up to the public such as violence, sexual crime, corruption, vandalism, mass fight, juvenile delinquency, economic and politic problems, and so on. The government needs to overcome them in order to create a better condition of life. There are so many ways to do which can reduce these problem. One of them is through education.

Education is considered as an alternative way to overcome, at least, to reduce these issues. Definitely, it should be begun from the early education. Young learners are the best age to be given a good education in line with their ages. It is through musical cultural mini-drama. They will learn easily on English speaking through this strategy. Besides improving their speaking skill, it will make shape their good character through the values of the songs.

The research used descriptive qualitative and quantitative design by using SPSS. The object this research were seventeen students of Elementary School in Semarang. The assessment instrument used speaking rubric/table score, progress checking form, and behavior development checklist.

The results were (1) CMMD could be implemented by using the steps of preparation, implementation, and assessment. In each of steps, students learned much more about speaking. Not only vocabulary, pronunciation, expressions, but also the valuable cultures to shape their behaviors. Some students had pronunciation and expression difficulties, but it could be overcome by practicing a lot. (2) CMMD is one of effective strategies to improve students' speaking skill based on the result of the SPSS analysis which showed the null hypotheses were sig. of 0.000. It means that this strategy is effective to be used.

A. Introduction

1. Background of the Study

Nowadays, in our country, many several issues have come up to the public such as violence, sexual crime, corruption, vandalism, mass fight, juvenile delinquency, economic and politic problems, and so on. The

government needs to overcome them in order to create a better condition of life. Recently, Indonesian government has insisted on many schools to integrate character/behavioral education-based learning in some subjects based on the KTSP curriculum which is used as national standard curriculum in Indonesia.

There are so many ways to do which can reduce these problem. One of them is through education. They are main topics of discussion in the media, seminars, and various occasions.

Various alternative solutions have been proposed such as new regulations, legislation, and increasing efforts for better and stronger law. However, another solution which has more attention is education. Education is considered as an alternative way to overcome, at least, to reduce character/behavioral problems.

Education is also considered as a preventive way because it can build better new generation in the future. As a preventive way, education is expected to develop the quality of young generation in many aspect of life including children ages. From this ages, the behavioral problems can be minimized and reduced as soon as possible. As we know that the results of education will be felt in the following time although it takes a long time because education result has durability and strong impact on society.

According to the guideline of character/behavioral education (2010), the implementation should be begun at the Elementary School until Senior High School by integrating it into some subjects such as civic education, Indonesian language, mathematics, social studies, natural sciences and English language. Therefore, the teachers

of those subject must have adequate creativity to create a comprehensive learning.

Language is one of important parts in education because it is a means of communication used by people to share ideas to others. According to Ramelan in Heriyanto (2012), English as an international language is used to communicate, strengthen and fasten relationship/partnership among all countries in the world in all fields such as tourism, business, trading, sciences, technology, and so on.

In this century, the English learning development is rapidly growing. It happens in everywhere, not only in cities but also in villages. Considering the importance of English, there are a lot of people from various countries, including Indonesia, learn English either as a second or as a foreign language. Many people have realized that mastering English will bring a lot of benefits for their better future.

Therefore, English now is taught since the students are in Elementary school, usually in the third year. Teaching and learning English for young learners is quite different from adults. It needs various techniques ad strategies and suitable media. If good techniques and media are applied, and good examples from the teacher are given, the class will be enjoyable, and students will not feel bored.

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Therefore, to participate for developing English learning in our country for your learners, I conducted a research called "Cultural-based Musical Mini-Drama". This mini-drama is like a role-play activity that uses children songs (nursery rhymes) among the dialogs. Besides that, the students will learn some valuable cultures which can be implemented in their daily life.

The dialogs are set in such a way that socio-cultural agreement in using English and Indonesian language and culture are implemented. Nursery rhymes are used to give fun to the students. They will make them to feel that they are just playing with their friends while learning something and doing the tasks whole-heartedly.

Thus, in learning a language, in this case English, children will not only get the form (language aspects and skills), but also the meaning and values. Shortly, English learning should be considered the age and characteristics of the learners. Mini-drama provides real examples of how English is used and spoken.

2. Research Problem

There are two main research problems in this research: (1) how to implement Cultural-based Musical Mini-Drama which can improve the speaking skill? (2) How effective is this strategy to improve the students' speaking skill? (3) besides speaking skill,

what behaviors which can be shaped through this strategy ?

3. Objectives

The objectives of this research are to:

- a. find out the ways on how to implement Cultural-based Musical Mini-Drama, the skills and the components of language that can be learned, and overcome them well.
- b. find out the effectiveness of Cultural-based Musical Mini-Drama to improve students' speaking skill.
- c. Find out some behaviors which can be shaped through this strategy.

4. Null Hypotheses

To achieve the objective of the study above, the following research hypotheses were formulated:

- a. Cultural-based Musical Mini-Drama cannot be implemented well by the English teachers in Elementary Schools.
- b. This strategy is not effective to improve students' speaking skill.
- c. This strategy cannot help the teacher to shape the students' behaviors.

B. Theoretical Framework

Theoretical framework consists of previous studies and some theories related to the topic.

1. Previous Study

Here are some previous researches related to teaching English for young learners.

a. Teaching English to Young Learners through Songs

In 2003, Yuliana conducted a research about teaching English to young learners through songs. She wanted to describe and explain how teachers can use songs to enhance skills to young learners, such as listening, speaking and writing skills. She suggested several activities. The first activity was listening comprehension. Before introducing the song, the children were given several questions, for example, "Is this song going to be happy or sad?" "Who do you think is the singer, a girl or a boy?"

The second activity was providing a paraphrased version of the song to the children. This activity was to introduce the story of the song. She explained that it gave children the story line before listening to the actual song. It made them easier to understand what songs mean.

The third activity was listening to isolated vocabularies. In this activity, the teacher gave the children two lists of words which consisted of numbers and alphabet. Then, the teacher played the song and asked the children to draw a line from a word on the first list to a word on the second list. The two words or phrases cannot be separated and should follow each other on the same line in the song.

The fourth activity was listening to word

order. The second skill that the children can learn through songs was speaking skill. After listening the song, they were expected to be able to sing it. After that, it's time for them to learn writing. The first activity that can be used to enhance the children writing skill was dictation.

Dictation is a good way to introduce a song, especially for singing. The result showed that through songs, children could enhance their language skills such as listening, speaking and writing. These three skills were put in order based on the activities that had been done. The activities were not only focused on the fun activities of the children but also the skills' development of the students.

b. The Application of Total Physical Response in Teaching English Vocabulary to the Fourth Graders of SD Negeri 04 Krajankulon Kaliwungu Kendal in the Academic Year of 2006/2007

Another research is conducted by Octavianny from Universitas Negeri Semarang for her final project with the title above. The objectives of this study were to describe the procedure of teaching English vocabulary to the fourth year students of Elementary School using the Total Physical Response (TPR) technique and to identify the advantages and disadvantages of using the TPR technique in teaching foreign language

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vocabulary. She concluded that teaching English vocabulary through TPR had a lot of benefits for the students because they have learned a lot of English vocabulary.

Total physical response was also used in implementing this strategy (CMMD). Firstly, the students imitated and tried to do what I move and I said. Then, I gave them some short directions to be imitated such as “please, raise your hand”, “read, please”, “come in, please”, and so on. These directions are used in the script of CMMD in order to make them more understanding in some directions comprehensively.

2. Nursery Rhymes

Rees in Haryanti (2006: 4) defined that literature is anything that is written which expresses ideas, emotion, feelings, and attitude toward life. An example of literary works is nursery rhyme. It is a short and (usually) old/ traditional song or poem which are taught to young children. Learning nursery rhymes will assist the development of vocabulary, and several examples dealing with some language skills. In addition, it also encourages children to enjoy and perform music/ musical performances. On the other hands, specific expressions/ actions, motions/ movements, or dances are often associated with particular songs indeed.

There are a lot of nursery rhymes in the world especially in British culture. They may

learn about dreams, environment, space and so on. Look at this nursery rhymes below:

*Old Macdonald had a farm
E-i-e-i-o
And on his farm
He had a duck
E-i-e-i-o
With a quack quack here
And a quack quack there
Here a quack there a quack
Everywhere a quack - quack
Uncle Sandy had a farm
E-i-e-i-o*

*Old Macdonald had a farm
E-i-e-i-o
And on his farm
He had a chick
E-i-e-i-o
With a chick chick here
And a chick chick there
Here a chick there a chick
Everywhere a chick chick
Old Macdonald had a farm
E-i-e-i-o*

*Old Macdonald had a farm
E-i-e-i-o
And on his farm
He had a cow
E-i-e-i-o
With a moo moo here
And a moo moo there
Here a moo there a moo
Everywhere a moo
With a chick chick here
And a chick chick there
Here a chick there a chick
Everywhere a chick
With a quack quack here
And a quack quack there
Here a quack there a quack
Everywhere a quack - quack*

*Old Macdonald had a farm
E-i-e-i-o*

It tells us about environment especially animals and their sound. The sound of chicken, cow, and duck.

Again, look at this nursery rhymes:

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair lady

Built it up with iron bars
Iron bars, iron bars
Built it up with iron bars
My fair lady

It tells us on how to reach the dreams. If we failed in gaining something, it means that it is a postponed success. Shortly, this song will influence the students' mind and characters unconsciously if we can concern on them.

3. Cultural and Character Education

Based on the guidebook of character education (2010), it is an education that develops valuable cultural values and builds nationalistic characters to students. The students are expected to be able to apply the values into their daily lives as the religious, nationalistic, productive and creative member of the society and citizenship. The values that develop in character education can be identified through these resources. They are religion, Pancasila (the five principles), culture and the goals of national education.

Therefore, there are several values of

character education such as religiosity, honest, tolerance, discipline, hardworking, creativity, independency, democratic, curiosity, nationalistic spirit, patriotic, achievement appreciating, communicative, love and peace, like to read, care about environment, care about social, and responsible.

4. Teaching English for Young Learners

It is compulsory to look at the definition of "young learner" first in order to have the same view and perspective on it. Rixon in Yuliana (2003) explained that "young learner" is kid in the age of about 5 up to 12 years old. In another references, Slatterly and Willis in Kang Shin (2006: 2) defined that young learners are children who are 7 – 12 years old. Besides that, there is what so called "very young learners". They are under 7 years of age. From these two definition, we can conclude that young learners are children which spend their time in the primary or elementary school or transition to secondary school. This is the reason why the ages of the young learners could be different and varied from various country in the world.

Another expert of linguistics, Broomfit in Yuliana (2003) explained young age is one of the successful factors in language learning. It is in line with what psychologists said. There are some explanations for better learning at young age. First, the brain is more adaptable before puberty than after like

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imitating some movements. Besides that, the acquisition of languages is very possible without any self-consciousness at early ages. All these because young children have more opportunities in every part than adults. It is strengthened by what Klein said (2005: 12) which stated that teaching young learners is quite different from teaching adult.

Young children tend to change their mood very often even in every other minute. They also find it extremely difficult to sit on the chair in long time. On the other hand, they show a greater motivation than adults do. They want to finish the jobs as soon as possible. Because of these creativities, the teacher has to be creative also in selecting some interesting activities, and must provide a great various activities for them. In addition, the teacher should consider the age of the learners to reach the maximum result of teaching and learning.

Different age of learners has different characteristics. Scott and Ytreberg (2003: 2) has stated in his book that there are several characteristics of young language learners, such as:

- a. They can understand situations more quickly than the language that is used.
- b. They use language skills before they are aware of them.

- c. Their own understanding comes through hands, eyes, and ears. The physical word is dominant at all times
- d. Young children sometimes have difficulty in knowing what fact is and what fiction is. The dividing line between the real world and the imaginary world is not clear.
- e. Young children cannot decide for themselves what to learn.
- f. Young children love to play, and learn best when they are enjoying themselves. However, they also take themselves seriously and like to think that what they are doing is "real" work.

5. The Use of Drama in English Learning

Zalta (2006: 24) stated that drama will help to activate language and have fun for whoever learn. Through drama and role-play activities have a lot of clear advantages in learning a language especially for children. It encourages them to speak and communicate with others, even with limited language (using non-verbal communication such as body movement and mimic expression). The use of mini-drama can reduce the pressure that students feel. Thus, they will become ready to talk sooner. Drama also involves the children at any levels; through their bodies, minds, emotions, language, and social interaction.

The other advantages of using mini-drama in English learning for children are as follows:

1. It can motivate children
2. It is familiar to children
3. It can help children build confidence
4. It can help children build skills in group dynamics
5. It is appropriate for children's different learning styles
6. It can help children in language personalization
7. It uses cross-curricular content

6. English Teaching and Learning Process

Teaching and learning process can be defined as a planned interaction which promotes some behavioral changes. Those are not results of maturation or coincidence, but based on the fulfillment of the aims or objectives of educational system. It is the most eligible instrument of education to reveal some changes on the students. In teaching and learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some determined goals. Teaching and learning involves the process of transferring knowledge.

Teaching process cannot be performed if there is one element that is missing among the three of the teaching and learning elements. The elements of teaching and learning process are absolutely the teacher, the learners/ the students and good learning environment/ learning system. It can be concluded that learning occurs when there is

established relationship among these three elements through time by time.

The teaching as well as the learning activity depends on how these elements work together. In addition, Harmer (2008:22) stated that teaching and learning process will be of little use unless we can then evaluate these activities. There are a number of ways for evaluation. One way of getting feedback is to ask student simple questions such as "did you like this exercise?" and see what they say. Another way is to invite a colleague into the classroom and ask him or her to observe what happens and make suggestions afterwards. I think the theories above are very useful to understand and related to CMMD and its implementation. Nursery rhymes are used in the script of CMMD.

The plot is based on the moral values of nursery rhymes. Besides focusing on improving speaking skill, this research also attempts to implement character education to the students. The way of teaching also influences the learning result. I hope that CMMD can make English learning more fun and interesting.

C. Research Method

1. Research Design

This research used descriptive qualitative and quantitative design by using SPSS. Quantitative here means that before and after treatment. It is usually called by an

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experimental design. Nazir (2003:63) in his book has defined that experimental research is observation of artificial condition made and managed by the researcher. It is used for investigating whether there is a causal effect or not between variables and the strategy and also measure the correlation of the causal effect on them by giving some treatments.

2. Object of the Study

The object of this study is the students of elementary school in Semarang. In this chance, it is tried to some students in SD Labshochool Semarang.

3. Research Variable

This research involved two variables; dependent and independent variable. The independent variable of this research is the Cultural-based Musical Mini-Drama, while the dependent variable is speaking skill.

4. Data, Data Resources and Data Collecting Technique

There were two kinds of data used in this research; primary and secondary data. Primary data were taken directly from the field such as the recording of rehearsal stage

and performance stage. Secondary data were used for supporting the primary data such as books, handouts, magazines, and articles which related to the topic that being discussed. The technique used for obtaining data was observation. The researcher observed the students' activities when they did pre-test, rehearsal, and post-test.

The observation in this research was divided into two points:

- a. Observing their ability in English and behaviors (characters) before starting the CMMD by reading aloud and then practicing the scene I. After that, I assessed them by speaking rubric score. For their behaviors, I had the teacher and principle share about their students' behaviors condition that need to be developed.
- b. Observing during the preparation and performance on both parts (speaking skill and character development).

5. Research Instruments

This research used four research instruments during the implementation, namely :

Table 1: Assessment form for pre-test and post-test of speaking skill

ASSESSMENT FORM OF PRE-TEST / POST-TEST					
NO	NAME	ASPECTS			
		Pronunc.	Intonation	Fluency	Gest. & Exper.
1					

Table 2: Progress Checking Form

PROGRESS CHECKING FORM	
CULTURAL-BASED MUSICAL MINI-DRAMA	
Name :	Meeting :
Age :	DD/ MM/ YY :
Grade :	
The Activity (es) :	
The Obstacle (s):	
The Solution (s):	

Table 3: Research Development Form (RDF)

RESEARCH DEVELOPMENT FORM	
CULTURAL-BASED MUSICAL MINI-DRAMA	
Meeting :	
DD/ MM/ YY :	
The Activity (es) :	
The Obstacle (s):	
The Solution (s):	

Table 4: Score rubric for assessing speaking

Aspect	Score	Explanation
Pronunciation	5	Having appropriate and excellent pronunciation.
	4	Having good pronunciation.
	3	Having some inappropriate pronunciation.
	2	Having mostly inappropriate pronunciation.
	1	Having very poor pronunciation.
Intonation	5	Having appropriate and excellent intonation.
	4	Having good intonation.
	3	Having some inappropriate intonation.

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	2	Having mostly inappropriate intonation.
	1	Having very poor intonation.
Fluency	5	Having appropriate and excellent fluency (no unnatural pauses)
	4	Having good fluency (mostly fluent, a few unnatural pauses)
	3	Having some unnatural pauses in fluency.
	2	Having mostly pauses in fluency. Halted frequently
	1	Having very poor fluency. It is jerky and hardly comprehensible.
Gesture/ Expression	5	Having appropriate and excellent gesture in expressing utterances.
	4	Having good gesture in expressing utterances. Good enough in expressing utterances.
	3	Having fair using body movement.
	2	Having poor gesture/little bit of body language.
	1	Having very poor gesture/ having no body language.

Note: This score must be converted into conversion score. Each score is multiplied by 20. It means that each aspect maximally of 100. To make an average, sum the score of all aspects and divide it by 4.

D. Result and Discussion

The goal of this part is to answer the research problems and hypotheses.

1. The Steps of Implementing CMMD Strategy

a. Preparation Step

Two activities must be done in this step. They are:

1. Making of CMMD script

a. Finding out the Theme

The theme in this mini-drama is “Together, we Share and Dare”. It means that if we want to be a great person, we must have many contributions to other people. We cannot live alone. We need them to share. The smartness is not everything, but it is just something. It is not enough to be smart,

because a successful person is not only smart but also good to others.

There are so many nursery rhymes that we can use. Here some of them:

b. Collecting Nursery Rhymes

Table 5: The list of some famous nursery rhymes

Baa, Baa, Black Sheep	Humpty Dumpty
Hickory, Dickory, Dock	One, Two
Jack and Jill	Are You Sleeping
Two Little Hands To Clap, Clap, Clap	Twinkle, Twinkle Little Star
London Bridge Is Falling Down	Old Mac Donald
Marry Had Little Lamb	Erie Canal
The Happy Wanderer	Silent Night
The Mulberry Bush	Over In the Meadow
Old Black Joe	Lazy Mary (Will You Get Up)
The Gingerbread Man	Michael, Row the Boat Ashore
Red River Valley	My Bonnie Lies Over the Ocean
In And Out the Dusky Blue Bells	Swing Low, Sweet Chariot
This Old Man	I've Been Working in the Railroad
My Old Kentucky Home	Ding Dong Bell
A Baby	Hop a Little
Pussy-Cat, Pussy-Cat	Teddy Bear, Teddy Bear
Bits of Paper	Yankee Doodle
Polly Wolly Doodle	The Wheel On The Bus

c. Selecting Nursery Rhymes

By regarding the theme and the age of students, I selected the nursery rhymes that can be used as plot of CMMD script. They are *Twinkle- Twinkle Little Star*, *Are You Sleeping?*, *Baa, Baa Black Sheep*, and *London Bridge is Falling Down*.

d. Interpreting the Moral Values of Nursery Rhymes

According to Simpson in *Interpreting the Moral Values of Nursery Rhymes* (1997: 64), he said that how to interpret the meaning of literary works, it is not adequate understanding and its meaning.

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It is not merely a one-to-one correspondence between words and lexeme. This unfortunate asymmetry arises largely because of the special case of idioms and related

constructions in English. Here is the interpretation of the moral value of nursery rhymes.

Table 6: The moral values of nursery rhymes

No	Nursery Rhymes	The Moral Value	Developed characters
1	Twinkle- Twinkle Little Star	We must have a big dream. We must reach it by being smart children.	✓ Religious ✓ Creative ✓ Curious ✓ Respecting achievement
2	Are you Sleeping ?	Do not be lazy to do our works. Get up early in the morning and do the best.	✓ Discipline
3	Baa, Baa Black Sheep	We must share what we have to others. Do not be a stingy man.	✓ Tolerance ✓ Social care
4	London Bridge	Do not be sad and never give up if we failed in gaining something.	✓ Work hard ✓ Honest

e. Applying Nursery Rhymes' Moral Value into Dialogue

1. Twinkle- Twinkle Little Star

Miss Taffy : What is that?

The students : Let's reach the stars.

Miss Taffy : Very good students. You know, since I was small, I always loved to see the stars.

My dream is hanging on one of the stars.

Twinkle, twinkle little star

How I wonder what you are?

Up above the world so high

Like a diamond in the sky.

Twinkle, twinkle little star

How I wonder what you are?

Miss Taffy : Nick, in the next future what do
you want to be?

Nick : I want to be...a...a...president
like Obama. Hehehe.

2. Are You Sleeping?

Daddy and Mommy : oh my God.....

Mommy : he is very lazy. He
never gets up early.

Daddy : 'Hmm... okay, Steve,
Betty, please wake up
your brother.

Steve and Betty : Okay daddy.

*(They run in to John's bedroom, and
.....They come closer to their bother and
touch him tightly while singing following this
song.)*

Are you sleepingare you sleeping

Brother John Brother John

Morning bells are ringing

Morning bells are ringing...

Ding dong ding....

Ding dong ding...

3. Baa, Baa Black Sheep

Miss Taffy: No, dear. A successful person is
not only smart but also good to others. Do
you know how to be good to others?.

Rose : Me....!

Baa, baa black sheep

Have you any wool?

Yes sir, yes sir

Three bags full

One for my master

One for his dame

And one for the little boy

That lives down the lane.

Miss Taffy : What do you mean, Rose?

Rose : We have to be a generous
man; giving something to
each other, sharing what we
have and our happiness with
the others.

4. London Bridge is Falling Down

Daddy : All right John, don't be sad about
it. Maybe you should study harder
in mathematics.

Mommy : I think so. Be optimistic John.

Betty : Yes brother, I remember an
advice from Miss Taffy, my
teacher.

London Bridge is falling down

Falling down, falling down

London Bridge is falling down

My fair lady

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If we are failed in gaining something, it means that it is a postponed success.

Steve : Keep your spirit, John.

f. Arranging the Plot

In our lives, we cannot deny that we live in house, play with our friends in the yard and some places near our house. Therefore, I decided to arrange the plot into two primary scenes; in the house (family) and classroom.

g. Giving a Title

The title should be a conclusion of the whole script. Regarding what I have decided in Nursery rhymes and the moral values, I gave the title of this mini-drama: TOGETHER, WE SHARE AND DARE.

h. The Script of CMMD

The final work of this session is the script of CMMD. The completion of mini-drama script is something that we can see in the attachment.

2. The Training Schedule to Conduct CMMD

I gave three skills training to the children in learning English through operetta for 12 meetings. Those were reading, listening, and speaking. I also trained them the components of language including mastering vocabulary, pronunciation, intonation, gestures and expression and language cultures.

b. The Implementation Step

Regarding the situation, the principle gave me an advice to do the research in English extracurricular at 12.30 until 13.45 p.m. Indeed, it could influence the result of learning through mini-drama because it needed much energy to act.

c. The Assessment Step

Two things were assessed; speaking skill and character/ behavior education through their rubrics. In addition, I used the authentic assessment to know the result of speaking improvement. According to Johnson (2002: 296), he stated that there are four kinds of authentic assessment. They are portfolio, working measurement, projects, and complete written answers. Performance is included in project. Gardner in Johnson (2002:297) explained that a performance shows that the students have:

1. mastered in information, concepts, and certain skills of learning activity.
2. understood and completed the enrolment to conduct a certain performance.
3. showed their interests and talents.
4. communicated effectively with the audience or other actors.
5. given a balance narration and discussed the idea behind their last performance project.

1.2 The Skills and Components of Language Learned through CMMD

Through this technique, the skills and component of English that can be learned are:

A. Listening Skill

By using this technique, the students learned to listen, repeat, and respond. They repeated what I said, and answered what I asked. When they responded or answered, actually they learned about responsive listening. Responsive listening is listening to relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make equally short responses (Brown, 2004: 120).

B. The Speaking Skill

Lazaraton in Celce (2001:106) explained that there are four ways to improve speaking. They are discussion, speech, role-plays, and conversation. He added that this major speaking activity type is role-play, which is particularly suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining, and the like. Through this technique, the students knew the form and the meaning in using English.

C. The Reading Skill

Brown (2004: 190) stated that at the beginning level of reading English as second or foreign language lays a set of tasks

that are fundamental and basic like reading aloud. The goal of reading aloud is students are able to separate letters, words, and/ or short sentences and read the aloud one by one in good stressing, pronunciation and intonation. Besides, students also learned about singing the nursery rhymes to practice pronunciation, stressing and intonation.

a) Intonation (falling and rising)

Daddy : 'Hmm... okay, Steve, Betty, please wake up your brother. (Fi)

Daddy : Dear, do you see your brother, John? (Ri)

b) Linking

Example: he is very lazy. He never **gets up** early.

Linking: / hi: Iz verI leIzI. hi: nevə: **gets**Λp ə:II/

c) Stressing

Example: he is very lazy. He never gets up early.

Stressing: / 'hi: Iz 'verI 'leIzI. 'hi: 'nevə: 'getsΛp 'ə:II/

D. Vocabulary

CMMD can enrich the students' vocabularies. They mastered in part of speech such as noun, verb, adjective, adverb, and pronoun. Besides, the students were able to memorize those words easily because they found those words in their daily activities such as dining room, bed, wake up, sleeping,

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small, good, beautiful, early, always, me, my, them, etc.

E. Simple Grammatical Structures

In learning English through CMMD, the children also learned how to construct sentences in a simple way. In this case, the students learned to make simple sentences. Look at these examples:

1. Pattern: Subj. + BE + Noun

Example: I am a student.

2. Pattern: Subj. + BE + Adj. + (Noun)

Example: you are a smart student.

3. Pattern : Subj + verb (s/es) + Obj.

Example: He never gets up early.

4. Subj + (be) verb (s/es/ing) + adv.

Example: He is still sleeping on the bed, dad.

F. Pronunciation

There were two learning activities here; the vocal and pronunciation training. I gave the children the vocal training as an mini-drama preparation. It was included the respiration management, relaxation activity, reviewing the students' memorizing result and practicing the script in action and vocal.

Sitorus (2002: 59) explained that the regular rhythm will make the concentration and muscle relaxation flow from up to button like slow wave on the sea. Through this practice (by breathing deeply and breathing out slowly) will make us more relaxed, ready, and fresh. In pronunciation

training, students will learn about thought group, prominence, intonation, linking, consonant, and word stress.

G. Gestures and expressions

Gestures and expressions Expression is related to person's mood or feelings. Gesture is a body movement especially hand or head intended to suggest a certain and specific meaning. Sitorus (2003:79) explained that there are four main functions of gesture; illustrative/ imitative, indicative, empathic, and autistic. For example: when John said "No, e.....hm..... nothing", he shakes his head.

H. Language cultures

Language cultures According to Goodenough in Saleh (2006: 74), culture consists of whatever it is; someone has to know or believe in order to behave in a manner which is acceptable to its members. Culture is like adirection, especially the general customs and beliefs in a particular group of people at a particular time because of interaction in society. It also includes the values, morals, and norms.

There were two cultural studies learned in this technique, Indonesian and British culture. British culture must be studied because we learn about English. We study Indonesian culture because we have to perpetuate it as young generation of the country.

Pancasila (the five principles) is a reflection of Indonesian cultural values as ideology for all development sectors including education. Indonesian cultures that can be found in this mini-drama are:

a. Believe in God. It can be seen from when the student said their prayers before starting the class. It means that as a citizen of Indonesia, they must have a religion as their way of life. We can see it in the script.

*“Miss Taffy : let’s say our prayer...
they pray by their own way)*

(After a few seconds) Thank you.”

b. Not individualism. Individualistic cultures are more self-centered and emphasize mostly on their individual goals. It also can be referred to the third principle of *Pancasila* (the state Ideology of Indonesia); the unity of Indonesia. Those values can be seen in the script when Miss Taffy asked what Rose means about “Baa Baa Black Sheep”.

“Miss Taffy : what do you mean, Rose?

Rose : we have to be a generous man, giving something to each other, sharing what we have, and our happiness with the others.”

c. Solving the problem together. Collectivistic cultures have a great emphasize on groups and think more in terms of “we”. In *Pancasila*, we can see it from the forth principle; Democracy guided

by the inner wisdom in the unanimity arising out of deliberations amongst representatives. In the script, we find it when there was a problem with John’s mathematics score. He got the worst score. At first, he didn’t want to tell it to his father and others, but finally he did. His parents were not angry because he was honest with what happened.

They just supported him to study harder and be optimistic. Learning the culture is an important part of learning English, as it will teach the learners how English is actually applied in real life. Besides those Indonesian cultures, the British cultures that can be learned are: Greetings and addressing someone. It is the use of Mr., Mrs., and Miss. Look at this examples:

1) *Betty : Morning mommy – morning daddy and you Steve.*

All of them : Morning Betty.

2) *Miss Taffy : Hello, good morning students?*

The students : Good morning, Miss Taffy.

Nursery rhyme itself is as British culture feature. Mostly, parents pass down children’s songs and verses orally, from one generation to the next generation. In Indonesia, it has “*Lagu Tradisional Anak* (traditional songs for children)” like

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“*gundul-gundul pacul*”, “*bebek adus kali*”, “*Jaranan*”, and many more.

1.2 The Obstacles which turned up in Learning English through CMMD and the Solutions

The Obstacles which turned up in Learning English through CMMD and the Solutions

The obstacles which turned up in the implementation of learning English through CMMD can be divided into two categories.

They are:

a. Internal Obstacles

I noted that the internal obstacles which turned up were:

1. The students have low grade of self-confidence in pronouncing English words. It can be seen when they did rehearsal in weak voice and expressed the gestures and English expressions;
2. It's hard for many of them to pronounce some sounds especially in producing sounds like *think* /θ/, *that* /ð /, *sheep* /ʃ /, *John* /dʒ /, *teacher* /tʃ /; and
3. The students' capability in acting was different among individuals.

b. External Obstacles

The problem deals with the time allocation for the rehearsal as teachers seem to spend much time to concentrate on other materials for final examination twice in a year. In other

words, there was still limitation of time in implementing CMMD at Elementary School. Dealing with these problems, I have trained the students by these alternative ways to minimize their weaknesses. Those alternative ways were:

a. Internal Obstacles

1. In vocal training, In practicing their singing, I told them to sing freely without any hesitation. Just go ahead what the way they are. Seemingly, it helped them to find their self-confidence in pronouncing and acting. Sometimes, they acted and expressed freely without any instruction at all from me.
2. In pronunciation training, especially for *think* /θ/, *that* /ð /, *sheep* /ʃ /, *John* /dʒ /, *teacher* /tʃ /, I compared them with the Arabic pronunciation. I used it because another foreign language which is more familiar to them is Arabic language. I compared the English and Arabic articulation.. For the examples:

ع / θ / *think* is similar to /ث / *tsaubun*,

ع / ð / *that* is similar to /ذ / *dzaaka*,

ع / ʃ / *sheep* is similar to / ش / *syahadat* , and

ع / dʒ / *John* is similar to /ج / *jalasa* .

Unfortunately, / ʈʂ / has no similar phonem in Indonesian and either in Arabic. Therefore, I just trained for / ʈʂ / regularly and continually. Sometimes they forgot how to pronounce “lazy”, “mathematics”, “previous”, “postponed”, “favorite”, “reach”, and “should”. By practicing and repeating periodically, they can develop their pronunciation better than before.

3. The students' capability in acting which varies across individuals can be overcome by using them as the supporting character in the performance. Through their participation, at least, they can memorize the nursery rhymes and find the sample T-test. Wray (1998: 255) explained that statistical techniques are relevant for linguists because some linguistic research requires a quantitative treatment, and

The Results of Analysis on Students' Speaking.

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implementation of its moral value from their friend's action.

b. External Obstacles

The problem deals with the time allocation for the rehearsal as teachers seem to require much time to concentrate on other materials for final examination twice in a year. It can be overcome by using this technique as extracurricular activity that supports the intra-curricular one.

2. The Effectiveness of Cultural-based Musical Mini-Drama to improve speaking skill

Below are the students' score in pre-test, post-test and its analysis by using paired because it is difficult, otherwise to understand and evaluate the published research that uses statistics.

Table 7: Paired Samples Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	64.4118	17	11.84303	2.87236
	Pre-test	55.8824	17	12.14950	2.94669

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The mean of post-test is 64.41, and the pre-test is 55.88. Standard deviation of post-test < pre-test, 11.84 < 12.14 means that the learning process is linear and the difference is significant.

Table 8: Paired Samples Test of Post-test and Pre-test Score

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post-test - Pre-test	8.52941	3.85872	.93588	6.54544	10.51338	9.114	16	.000

The table above is the main result of analysis. The bases of decision-making are:

- H_0 : the average of population before and after treatment are identical.
- H_1 : the average of population before and after treatment are not identical.
- And the scheme is if the probability > 0.05, H_0 is accepted, but if the probability < 0.05, H_0 is rejected.

The results showed that sig. (2-tailed) = 0.000, which means that the probability less than 0.05; H_0 is rejected; the speaking score of pre-test and post-test are not

identical. As a conclusion, the use of CMMD is effective to improve students' speaking skill.

Besides that, this strategy is suitable to reach and meet with the Basic Competence of English learning in Elementary School where all students (can be said as) are young learners. Below is the Basic Competence List of Elementary School on English learning.

NO	GRADE	SKILLS	COMPETENCE STANDARD
1	IV	<i>Listening</i>	Able to understand many simple instruction by doing something in the context of the classes.
		<i>Speaking</i>	Able to say many simple instruction and information in the context of the classes.
		<i>Reading</i>	Able to understand the simple English writing in the context of the classes.
		<i>Writing</i>	Able to spell and copy the simple English

			writing in the context of the classes.
2	V	<i>Listening</i>	Able to understand many simple instruction by doing something in the context of the classes.
		<i>Speaking</i>	Able to say many simple instruction and information in the context of the classes.
		<i>Reading</i>	Able to understand the simple English writing and descriptive task with picture in the context of the classes.
		<i>Writing</i>	Able to understand the simple English writing and descriptive task with picture in the context of the classes.
3	VI	<i>Listening</i>	Able to understand the simple instruction and information either written or spoken based on the students' condition.
		<i>Speaking</i>	Able to say the simple instruction and information based on the students' condition.
		<i>Reading</i>	Able to understand the short functional text and descriptive pictures.
		<i>Writing</i>	Able to write the short functional text based on the students' condition.

The Results of Analysis on Students' Characters.

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Table 9: Paired Samples Statistics of Discipline

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Discipline 2	79.59	17	7.567	1.835
	Discipline	58.47	17	13.602	3.299

The mean of the second discipline (post) is 79.59 which the previous one is 58.47. The standard deviation; $7.57 < 13.60$ means that

the learning process is linear enough and the difference is significant.

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Table 10: Paired Samples Test of Discipline

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Discipline 2 - Discipline	21.118	7.236	1.755	17.397	24.838	12.033	16	.000

The bases of decision-making are:

- H_0 : the average of population before and after are identical.
- H_1 : the average of population before and after are not identical.
- If the probability > 0.05 , H_0 is accepted, but if the probability < 0.05 , H_0 is rejected.

Based on the results, it is concluded that sig. (2-tailed) = 0.000 which means that the probability less than 0.05; H_0 is rejected; the discipline score before and after are not identical. Therefore, CMMD strategy is effective enough to build the students' discipline behavior.

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Table 11: Paired Samples Statistics of Hard Working

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Hard Working 2	78.12	17	8.343	2.024
Hard Working	53.18	17	14.638	3.550

The mean of the second hard working II (post) is 78.12 which the previous one is 53.18. The standard deviation; $8.34 < 14.63$ means that as long as the standard deviation

of result score is lower than beginning one, the learning process is linear enough and the difference is significant.

Table 12: Paired Samples Test of Hard Working

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Hard Working 2 - Hard Working	24.941	7.579	1.838	21.045	28.838	13.569	16	.000

The bases of decision-making are:

- H_0 : the average of population before and after are identical.
- H_1 : the average of population before and after are not identical.
- If the probability > 0.05 , H_0 is accepted, but if the probability < 0.05 , H_0 is rejected.

Based on the results, it is concluded that sig. (2-tailed) = 0.000 which means that the probability less than 0.05; H_0 is rejected; the hard working score before and after are not identical. Therefore, CMMD strategy is effective enough to build the students' hard working behavior.

E. CONCLUSIONS

1. There were three steps in conducting Cultural-based Musical Mini-Drama (CMMD): preparation, implementation and assessment. In preparation step, it included the making of CMMD script and rehearsal. As the implementation step, it can be performed anywhere and anytime as long as students can participate well. As the assessment step, the students had to perform. Performance is one of the authentic assessments. The obstacles that turned up during the implementation can be minimized by the appropriate and suitable solutions. Internal and external problems about

pronunciation and time can be overcome through practice, time and program adjustment.

2. CMMD was an integrated technique in learning English. Besides speaking as the main goal, the students can learn reading and listening as the skills of language. They also learned about language aspects such as vocabulary, grammar, gesture and expression. Students can also learn about the Indonesian and British cultures and improve their characters through mini-drama.

3. CMMD is an effective strategy to improve students' speaking skill and shape characters. It is based on the result of T-test

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analysis which showed that sig. (2-tailed) of all = 0.000. And the results showed that the probability less than 0.05; H₀ is rejected. Therefore, the null hypotheses were rejected.

F. SUGGESTIONS

1. This technique should be implemented not only in other schools but also in every school because this technique does not need high finance and can be done anytime and everywhere.
2. The English teachers should develop their way of teaching to be more various and attractive by using creative ways and implementing alternative technique such as this mini-drama, so that students will find English learning more fun and easy.

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