

**ENHANCING STUDENTS' FLUENCY USING
DRAMA-BASED PEDAGOGY USING ROALD DAHL'S
"THE GIRAFFE, THE PELLY AND ME" FOR 9th-
GRADE STUDENTS AT SMPN 5 SINGARAJA**



**ENGLISH LANGUAGE EDUCATION
LANGUAGE AND ART FACULTY
GANESHA UNIVERSITY OF EDUCATION
SINGARAJA**

2025

**ENHANCING STUDENTS' FLUENCY USING
DRAMA-BASED PEDAGOGY USING ROALD DAHL'S
"THE GIRAFFE, THE PELLY AND ME" FOR 9th-
GRADE STUDENTS AT SMPN 5 SINGARAJA**

SKRIPSI

**Diajukan kepada
Universitas Pendidikan Ganesha
Untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan
Program Sarjana Pendidikan Bahasa Inggris**

**Oleh
Gede Raditya Stava Yudiarta
NIM 2112021199**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA**

2025

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS
DAN MEMENUHI SYARAT-SYARAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN**

Menyetujui

Pembimbing I

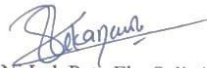

Prof. Dr. Ni Komang Arie Suwastini, S.Pd.,
M.Hum.
NIP. 198004042003122001

Pembimbing II


Dr. Ni Wayan Surya Mahayanti S.Pd.,
M.Pd
NIP. 198805172012122002

Skripsi Oleh Gede Raditya Stava Yudiarta ini
telah dipertahankan di depan dewan penguji
pada tanggal 17 Juli 2025

Dewan Penguji,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd
NIP. 198104192006042002

(Ketua)

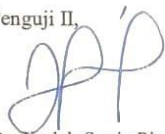
Penguji I,



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

(Anggota)

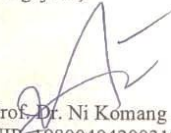
Penguji II,



Dr. Kadek Sonia Piscayanti, S.Pd., M.Pd.
NIP. 198403042008122002

(Anggota)

Penguji III,



Prof. Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum.
NIP. 198004042003122001

(Anggota)

Penguji IV,



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd
NIP. 198805172012122002

(Anggota)

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
Guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada :
Hari : Kamis
Tanggal : 17 Juli 2025

Mengetahui,

Ketua Ujian,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd
NIP. 198104192006042002

Sekretaris Ujian,



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 198304022006042001

Mengesahkan

Dekan Fakultas Bahasa dan Seni



Drs. I Gede Nurjaya, M.Pd
NIP. 196503201990031002

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul **“ENHANCING STUDENTS’ FLUENCY USING DRAMA-BASED PEDAGOGY USING ROALD DAHL’S *“THE GIRAFFE, THE PELLY AND ME”* FOR 9th-GRADE STUDENTS AT SMPN 5 SINGARAJA**” beserta seluruh isinya, merupakan benar-benar karya sendiri dan tidak melakukan penjiplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukannya pelanggaran atas etika keilmuan dalam karya seni saya ini, atau ada klaim terhadap keaslian karya tulis ini.

Singaraja, 17 Juli 2025
Pembuat Pernyataan



Gede Raditya Stava Yudiarta

ACKNOWLEDGEMENT

The writer would like to praise and state the most incredible gratitude to Ida Sang Hyang Widhi Wasa, the writer can complete the research thesis entitled **“ENHANCING STUDENTS’ FLUENCY USING DRAMA-BASED PEDAGOGY USING ROALD DAHL’S *“THE GIRAFFE, THE PELLY AND ME”* FOR 9th-GRADE STUDENTS AT SMPN 5 SINGARAJA**”. This thesis was prepared as one of the requirements to achieve a Bachelor of Education degree at Ganesha University of Education.

In the process of preparing this thesis, the author received a lot of help, both in the form of moral and material support from various people. Therefore, on this occasion, the author would like to express my heartfelt gratitude to the following:

1. Prof. Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum., as the first supervisor who kindly provided valuable guidance, meaningful suggestions, helpful feedback, and countless times supported the researcher in completing this thesis.
2. Ni Wayan Surya Mahayanti S.Pd., M.Pd., as the second supervisor who kindly provided valuable guidance, meaningful suggestions, helpful feedback, and countless times supported the researcher in completing this thesis.
3. All lecturers of English Education who have dedicatedly shared knowledge, insights, and valuable experiences with the writer throughout the lecture course, so that the writer can achieve this research stage more prepared and confident..
4. Ni Nyoman Ary Evi Suartini, S.Pd as the English teacher of class 9B of SMPN 5 Singaraja, who permitted to conduct research, provided information, and helped the author to collect data.
5. To My Late Grandmother, Nyoman Kerti, thank you for always being there for me and encouraging me with your quiet strength. You will

always be remembered as a source of love and inspiration behind this achievement.

6. My beloved parents, Made Sudarmika and Made Luh Erniti, who are always a great source of motivation and endless support, physically, mentally, and financially, in every step I take. And my beloved big family, who also always provide full support and motivation during the author's completing this thesis
7. My Girlfriend, Filia, for providing immense support, love, and motivation as I worked to complete this thesis.
8. My Friend, Agus Krisna for the exchange of opinions that made the writer able to complete his thesis

Hopefully this proposal can provide benefits for the development of fluency learning methods through a drama-based pedagogy approach and become a reference for further research. The author realizes that this research still has shortcomings, so constructive suggestions and criticisms are highly expected for the improvement of this research..

Singaraja, 17 Juli 2025



Gede Raditya Stava Yudiarta



“HABIT IS SECOND NATURE”

~Korai Hoshiumi~

TABLE OF CONTENTS

TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURE	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of The Study.....	1
1.2 Identification of Problem.....	4
1.3 Limitation of Study.....	5
1.4 Research Questions	5
1.5 Purpose of the Research	6
1.6 Significances of the Study.....	6
1.6.1 Theoretical Significance	6
1.6.2 Practical Significance	6
CHAPTER II	8
2.1 Theoretical Review.....	8
2.1.1 Students' Fluency in Speaking	8
2.1.2 Children Literature	9
2.1.3 Drama	10
2.1.4 Drama-Based Pedagogy as Strategy In ELT	12
2.1.5 Building Students' Fluency Through Drama-Based Pedagogy.....	13
2.1.6 Roald Dahl and his work	14
2.2 Empirical Review.....	16
CHAPTER III.....	18
3.1 Research Design.....	18
3.2 Research Setting.....	20
3.3 Subject of The Research.....	20
3.4 Research Procedure	20
3.4.1 Planning.....	20
3.4.2 Acting and Observing The Action	21
3.4.3 Observation and Evaluation	21
3.4.4 Reflection	21

3.5 Instrument of Data collection	22
3.5.1 Students' Speaking Test.....	22
3.5.2 Interview Guide.....	25
3.5.3 Researcher Observation Worksheet.....	25
3.6 Research Reliability and Research Validity	27
3.6.1 Research Validity	27
3.6.2 Research Reliability.....	28
3.7 Data Collection Technique	28
3.7.1 Students' Speaking Test.....	28
3.7.2 Focus Group Discussion.....	29
3.7.3 Observation.....	29
3.8 Data Analysis Technique	29
3.8.1 Qualitative Data Analysis.....	29
3.8.2 Quantitative Data Analysis.....	30
3.9 Trustworthiness.....	31
3.9.1 Triangulation	31
3.9.2 Triangulation Data.....	31
CHAPTER IV.....	33
4.1 Findings	33
4.1.1 Drama-based Pedagogy Can Improve Students' Fluency in Speaking	33
4.2 Discussion.....	51
CHAPTER V	56
5.1 Conclusion.....	56
5.2 Suggestion	56
5.2.1 For English Teacher	57
5.2.2 For Students.....	57
5.2.3 For The School	57
5.2.4 For The Future Researchers.....	57

LIST OF TABLES

Table 3. 1 Research Subject.....	20
Table 3. 2 Fluency Rubric	23
Table 3. 3 Interview Guide	25
Table 3. 4 Observation Worksheet	26
Table 4. 1 The Result of Pre-test of 9th Grade Students at SMPN 5 Singaraja.....	34
Table 4. 2 Pre-Test Observation Result	35
Table 4. 3 Post Test Descriptive Analyze Result	38
Table 4. 4 Observation's Result of Cycle One	39
Table 4. 5 Post Test 2 Analysis Result.....	46



LIST OF FIGURES

Figure 4. 1 Cyclical AR Model.....19

