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## ENTREPRENEURSHIP BASED LEARNING SPEAKING SKILL DEVELOPMENT THROUGH DRAMA TEXTS AT SENIOR VOCATIONAL HIGH SCHOOL

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### ABSTRACT

This research focused on entrepreneurship based learning Indonesian speaking skill development through drama texts with the following research questions (1) how are objective conditions of students' speaking skill? (2) How are the conceptual frameworks of learning of speaking skills through drama texts, and (3) how are the effectiveness of entrepreneurial based learning speaking skill through drama texts, Therefore, the research objectives are (1) to find out the objective conditions of speaking skill, (2) to find out conceptual model of entrepreneurship based learning speaking skill through drama texts, and (3) to find out the effectiveness model of entrepreneurship based learning speaking skill through drama texts. This research used qualitative-quantitative approaches with R and D design. The steps for research development were (1) introductory research for finding condition of students and students' needs before developing product, (2) developing entrepreneurship based lesson plan for speaking skill (3) assessing the effectiveness of model of Entrepreneurship based learning speaking skill through drama text. Data were collected by using tests, observation, interview and documents. Data were analyzed quantitatively and qualitatively related to objective condition, product design, and the effectiveness of the product. The results indicated there are significant validity and eligible of model according to experts' validation and it can be used for further effective implementation. Entrepreneurship based learning speaking skill through drama is effective to develop speaking skill and entrepreneurship behavior and spirit.

**KEYWORDS:** entrepreneurship, learning, speaking skill, drama, behavior

### INTRODUCTION

Language skills have to be mastered by students who would be successful to deliver the teaching and learning process. Language skills are reading, listening, writing and speaking. Speaking skill is a productive skill that can support other language skills (Tarigan,2011). Speaking skill needs formally to be practiced intensively. Learning a speaking skill has a significant contribution to students in developing their critical thinking, listening, reading, and writing (Supriyadi, 2005). There are some

problems faced by students when they will speak Indonesian, for instance, limited vocabulary, grammatical structure, afraid to express their ideas. Therefore, students needs to train with a model of learning for developing their speaking skill in learning Indonesian by using drama texts.

Teaching and learning language skills especially entrepreneurship based learning speaking skill in which speaking skill has an important elements for developing entrepreneurship behavior and motivation. Integrating entrepreneurship in learning Indonesian speaking skill has a strategic function for promoting products. Speaking skill is needed to promote products of entrepreneurship that ere produced by a school, especially in Senior Vocational High Schools where the schools have to have school unit productions as a mission of a vocational high school.

Learning Indonesian language according the regulation of Ministry of Education, Culture, Research, and Technology Republic of Indonesia Number 7 year 2022 about content standard in senior high schools include vocational schools are (1) strategies for listening, reading, speaking and writing, (2) language skill strategies for polite language, minimalizing social and culture conflict, (3) form, types, information accuracy, (4) esthetics, (5) grammatical structure of Indonesian language, (6) language cohesion and coherence. The all aspects of language and language skills have to be mastered for entrepreneurship promotion of school products. This is supported by vocational school curriculum where subject matters in practices and theory have to be integrated, for instance, mathematics and Indonesian language are applied to project based learning and a creative idea in entrepreneurship of internship program.

A limited Indonesian speaking skill by students have to be minimized by using entrepreneurship based speaking skill development model. This model is designed according to students' needs, so that students have knowledge, attitude, aptitude, skills, entrepreneurial skill, Therefore, those skills have important impacts to business and products developments. Besides, they have fun learning and effective outcome. In order to achieve this speaking skill, students are asked to have story telling, debate, discussion, interview, speech, and speaking in drama contexts. In speaking skill learning, students can demonstrate drama texts in dialogues, entrepreneurship products promotion with paid attention language use and polite languages with entrepreneurial contexts in a vocational school.

This research focused on entrepreneurship based learning Indonesian speaking skill development through drama texts with the following research questions (1) how are objective conditions of students' speaking skill? (2) How are the conceptual frameworks of learning of speaking skills through drama texts, and (3) how are the effectiveness of entrepreneurial based learning speaking skill through drama texts, Therefore, the research objectives are (1) to find out the objective conditions of speaking skill, (2) to find out conceptual model of entrepreneurship based learning speaking skill through drama texts, and (3) to find out the effectiveness model of entrepreneurship based learning speaking skill through drama texts,

Theoretical bases related to this research were reviewed related to theories of speaking skill. Speaking skill is the ability to communicate to each other in order to transfer message, ideas, listeners (Tarigan, 2011; Arsyad and Mukti, 2006). Moreover, Tarigan (2011) said that the Ideal speaking has to be (1) able to choose ideal topics, (2) master of speaking materials and contexts, (3) understanding the background of listeners, (4) understand a situation, (5) state the objectives, (6) interconnect with listeners, (7) have linguistics ability, (8) manage the audience, (9) use additional tools, (10) have good appearances, and (11) have a planning. Some factors that affected speaking skill are (1) language factors, (2) non language factors, (3) methods and techniques in learning speaking skill (Arsyad, 2005; Hamalik, 2001).

Drama is one way to promote entrepreneurship based learning Indonesian speaking skill at vocational schools. Drama according to some experts (Ibeng, 2016; Baranger, 2014; Yudaryani, 2012; Rahmanto, 2010) drama that made of fiction designed for stage representation and constructed according to particular dramatic convention. Characteristics of drama (1) have a conflict (2) there is cation to be played, (3) has to be shown, (4) the time is not more than 3 hours (Soemanto, 2010). Drama has a significant function (1) develop self confidence, (2) have opportunity to create in drama, (3) to control a good emotion, and (4) education facility for learning language skills ( Rumadi, 2008). Types of drama according to Kosasih (2016) are tragedy, comedy, tragicomedy, opera, melodrama, farce, and combination between drama, dance, and art.

Entrepreneurship based learning speaking skill needed syllabus design according to decision Ministry of Education, Culture Number 22 Year 2016 consisted of (1) school identity, (2) subject matter, (3) standard competence, (4) basic competence, (5) topic, (6) teaching materials, (7) learning activities, (8) process of assessment, (9) time allotment, and (10) sources. Lesson plan at subject matter has to be arranger according to entrepreneurship based learning (Aisyah, 2011); Al Tabany (2014), and Bani (2015). Lesson plan is done to make easy and develop quality of teaching and learning process and able to observe, analyze, and predicts learning progress (Kumandar, 2011).

Related researches have been done by some researchers. Sari (2015) investigated about speaking skill development for kids garden through socio drama, and the results indicated that students improve their speaking skill through socio drama. Rosita (2014) investigated about developing teaching material for Indonesian speaking skill with cooperative learning at elementary school students. The results of the research indicated that teaching materials will be better to teach directly and teaching implementation is done bu using pictures, and colorful illustration. Therefore, students understand the teaching materials that have been developed.

## **METHODS**

This research used research development and research design in order to have entrepreneurship based learning on Indonesian speaking skill for vocational school students. This model was done according to industrial based and entrepreneurship based to design products, expert validation, limited try out

and effective evaluation of product (Setyosari, 2010), Research procedures were done in four steps: (1) basic competence and teaching material analysis, (2) need analysis for students' needs and entrepreneurship based learning speaking skill, (3) product lesson plan design for speaking skill of vocational school students, (4) expert validation of products, and tryout products for evaluating the effectiveness of lesson plan design and materials.

The steps for research development were (1) introductory research for finding condition of students and students' needs before developing product, (2) developing entrepreneurship based lesson plan for speaking skill where the researcher designed product, expert validation of product, revised product according to expert validation input and correction, and tryout product and revised product, Effectiveness of model of Entrepreneurship based learning speaking skill through drama text. Data were collected by using test for finding initial and final students' competence, observation was done for finding data related process of products and the results of tryout product, interview was done to find out information about the condition of teaching and learning language skills on that school, and documents were collected related curriculum, syllabus design, and lesson plan that were available at the school setting. Data were analyzed quantitatively and qualitatively related to objective condition of teaching and learning language skills for vocational school students, analyzed conceptual factors about product and revised product, and evaluation and tryout model by implementing pre-experiment design (Sanjaya,2013).

## **FINDINGS AND DISCUSSION**

### **Conceptual Model of Entrepreneurship Based Learning of Speaking Skill**

In accordance with information and par research by using interview and observation to school condition, teachers, and process teaching and learning Indonesian language especially learning speaking skill, the researcher found that there were many problems faced by teachers and students. They are (1) a limited time allocation for students in the classroom, so that it is needed extra time outside the classroom, (2) conventional teaching and learning process, (3) limited ability to manage the class, (4) a limited career development done by Department of Education, and (5) limited entrepreneurial motivation and spirit for vocational students in learning process, and (6) limited students' competence development through discussion and work group.

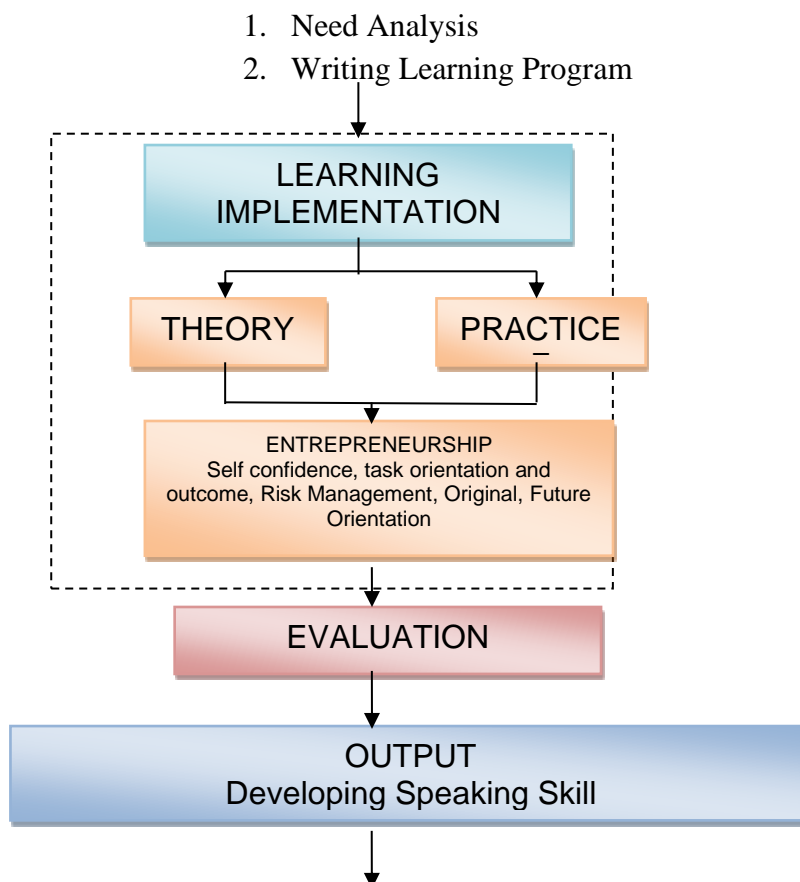
Entrepreneurship based learning speaking skill has not yet been maximal through drama is caused by method and strategy in learning implementation. The result of document study of lesson plan, and teaching implementation were not supported by semester learning program and lesson plan availability. Entrepreneurship based learning speaking skill through drama text has not been implemented by teachers. Therefore, the head master motivated their teachers to improve their entrepreneurship spirit and motivation and asked students to have speaking skill for entrepreneurship promotion. Besides, it is needed to design entrepreneurship based learning speaking in Indonesian for vocational school students, and research development was done related entrepreneurship based

speaking skill where teachers further can implement in teaching and learning process and students will increase their Indonesian speaking skill.

In order to achieve effective and quality in implementation of teaching and learning process with drama text, it is needed professional teachers with a good competence. For this condition, teachers have entrepreneurship behavior that can support teaching and learning process, especially teaching and learning speaking skill. Related to this condition, entrepreneurship based learning Indonesian speaking skill model through drama text was developed. The objective of this model is to accommodate students needs in language speaking skill and teachers can implement this model for achieving learning outcome in speaking skill.

Learning components that supported learning process related to participative learning principle to (1) relevant to students, (2) teaching materials, (3) learning sources. Entrepreneurship based learning speaking skill is supported instrument (1) instrument for students' needs, (2) instrument for implementation of learning process, (3) instruments for pre test and post test, (4) instrument for entrepreneurship behavior, (5) and (6) instruments for effective model. Steps of model development were planning, organizing, implementing, and evaluation.

### PLANNING



**OUTCOME**  
Improving Entrepreneurship Behavior

**Figure 1. Hypothetical Model of Entrepreneurship Based Learning Indonesian Speaking Skill**

**Entrepreneurship Based Learning Speaking Skill Model Through Drama Text**

Entrepreneurship based learning speaking skill model through drama text is done by validity and reliability testing toward hypothetical model. Model testing is assessed by experts and practical school teachers that are competence in Indonesian and entrepreneurship for speaking skill. Hypothetic model of Entrepreneurship based learning Indonesian speaking skill was tried out to limited vocational schools students. Then it has input for revision and validation, so that it can further be implemented, and has entrepreneurship-based learning skill model through drama text that was recommended,

Based on the discussion above, learning speaking skill through drama text is a learning process that focus on an entrepreneurship behavior. Entrepreneurship spirit to vocational school students is needed to design entrepreneurship based speaking skill learning. Afshar (2011) stated that lesson plan and learning design can be modified form and contents in order to have actual teaching materials and entrepreneurship context to students, develop teaching and learning process in a group discussion related to problem solving, dialogue, and giving alternative solution, and to give the current information about sense of business in entrepreneurship related to economic development.

Entrepreneurship based speaking skill learning is done by using a direct approach. Integration of drama text is used to implement this model of learning. Learning activity is done through drama that oriented in learning strategy. Teaching activity is delivered by giving learning achievement, describing teaching materials, facilitating learning activity with learning together and practicing, and collaborative working group to implement learning outcome for speaking skill development related to entrepreneurship competence.

Evaluation is done according to criteria and instruments used to assess effectiveness of entrepreneurship based speaking skill learning development through drama. Evaluation of the effectiveness of model is delivered through observation about entrepreneurship behavior to students at teaching and learning process. Entrepreneurship behaviors that were observed self confidence, work orientation, risk decision, management, original, and future orientation.

**Eligibility of Entrepreneurship Based Learning Speaking Skill through Drama Text**

Entrepreneurship based learning speaking skill through drama is done through eligibility testing of design. Design is assessed by experts and practitioner in education as an initial process of model development so that it has entrepreneurship based learning speaking skill through drama that has been revised and has eligibility to a limited try out. The limited try out of design has done to Public

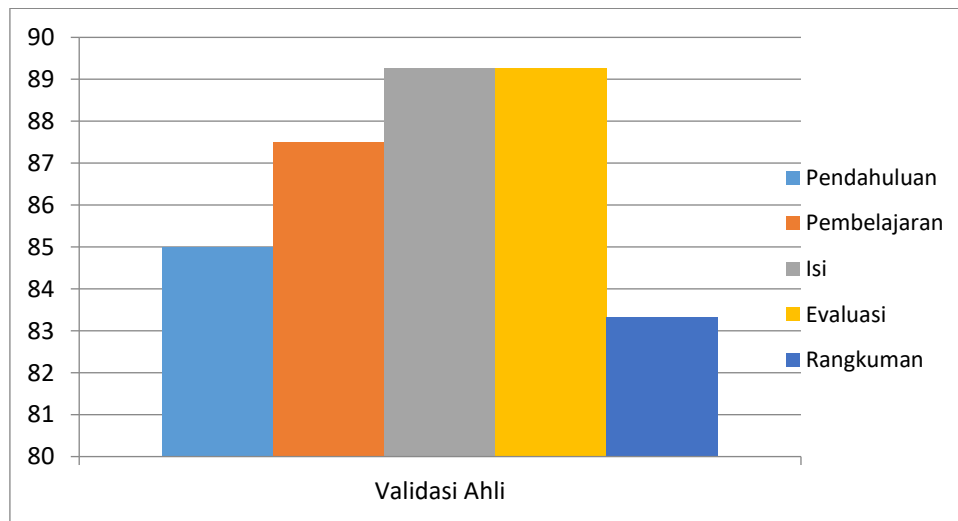
Vocational School 3 Students and then it has corrective inputs for revising design and finally it has entrepreneurship based learning speaking skill development through drama.

The results of expert validity of learning material as the following.

**Table 1 Expert Validity**

No	Activities	Score	Category
1	Introduction	85	Most eligible
2	Learning process	87,5	Most eligible
3	Contents	89.28	Most eligible
4	Evaluation/Assessment	89.28	Most eligible
5	Summary	83.33	Most eligible
	Average	86,88	Most eligible

According the table 1 above learning materials of entrepreneurship based learning speaking skill through drama are most eligible with the average score 86,88. And it is can be also shown in the following graph in Indonesian figure.



**Figure 2 Experts Validity of Learning Materials**

According to the data above indicated that teaching materials of entrepreneurship based learning speaking skill through drama are most eligible with the score 86.88 and are valid to be used.

The results of expert validity in entrepreneurship based learning speaking skill through drama were shown in the following table 2.

**Table 2 Syllabus Validity**

No	Activity Components	Score	Category
1	Suitability form of Indonesian Nasional Standard Institute	100	Most eligible
2	Suitability of Standard Competency and Basic Standard	100	Most eligible
3	Indicator suitability of Basic Competence	75	Eligible
4	Available aspect of entrepreneurship spirits	75	Eligible
5	Suitability of learning outcome	75	Eligible
6	Availability time allotment	100	Most eligible
7	Suitability of assessment indicator	75	Eligible
8	Suitability learning resources	75	Eligible
	Average	84.37	Most eligible

According to data above indicated that model of entrepreneurship based learning speaking skill syllabuses through drama were most eligible with 87.37 score. Therefore, this syllabus is most eligible to use in developing speaking skills in entrepreneurship perspective.

The results of validation a Media Expert of lesson plan in entrepreneurship based learning speaking skill through drama were presented in the following

**Table 3 Lesson Plan Validity**

No	Activity Components	Score	Category
1	Identity	88	Most eligible
2	Objectives/Indicators	88	Most eligible
3	Contents/teaching materials	92	Most eligible
4	Methods of learning	92	Most eligible
5	Learning acitivities	83	Most eligible
6	Media/Learning sources	92	Most eligible
7	Learning outcome assessment	88	Most eligible
8	Language	83	Most eligible
9	Entrepreneurship spirit	88	Most eligible
	Average	88	Most eligible



In accordance with data, it indicated that lesson plan of entrepreneurship based learning speaking skill through drama were most eligible with 88 average score. It means that this lesson plan is most eligible to use in this speaking skill development for entrepreneurship perspective.

The results of all expert's validity in entrepreneurship based learning speaking skill model through drama were presented in the following table:

**Table 4. Experts Validity Results**

No	Validity	Percentage	Category
1	Design of Model of entrepreneurship based learning speaking skill	81,67	Most eligible
2	Learning Materials/contents by the experts	86,88	Most eligible
3	Syllabus of Model of Entrepreneurship based learning speaking skill	84,37	Most eligible
4	Lesson Plan of Model of Entrepreneurship based learning speaking skill	88	Most iligible
	Average	85.23	Most eligible

The data in table 4 indicated that validity model of entrepreneurship based learning speaking skill through drama related to design of model, learning materials, syllabus, and lesson plan were mostly eligible with average 85.23 score. Therefore, this model is valid to improve students' speaking skill through drama in the contexts of entrepreneurship perspective. The results of experts validity become bases for effective implementation.

### **Effectiveness of Entrepreneurship Based Learning Speaking Skill Model Implementation**

Effectiveness of entrepreneurship based learning speaking skill model is implemented at Public Vocational Senior High School 3 Gorontalo (SMKN 3 Gorontalo). This model is implemented according to five components that are planning, implementation, output, other input, and outcomes. The results of implementation of model, we can state that the model that has been developed is effective to develop speaking skill and effective to develop entrepreneurship spirit for students and in accordance the school condition.

Planning consisted of needs identification, structure of learning program, that has to be done before teaching and learning process and implementation, learning planning is a main component that has to be prepared by teachers before teaching implementation. Handoko (in Sudrajad, 2014) stated that there are four steps in planning: (1) stet the objective, (2) formulate current condition, (3) identify easy way and obstacle, and (4) develop planning for achieving objectives. Learning program has to paid attention

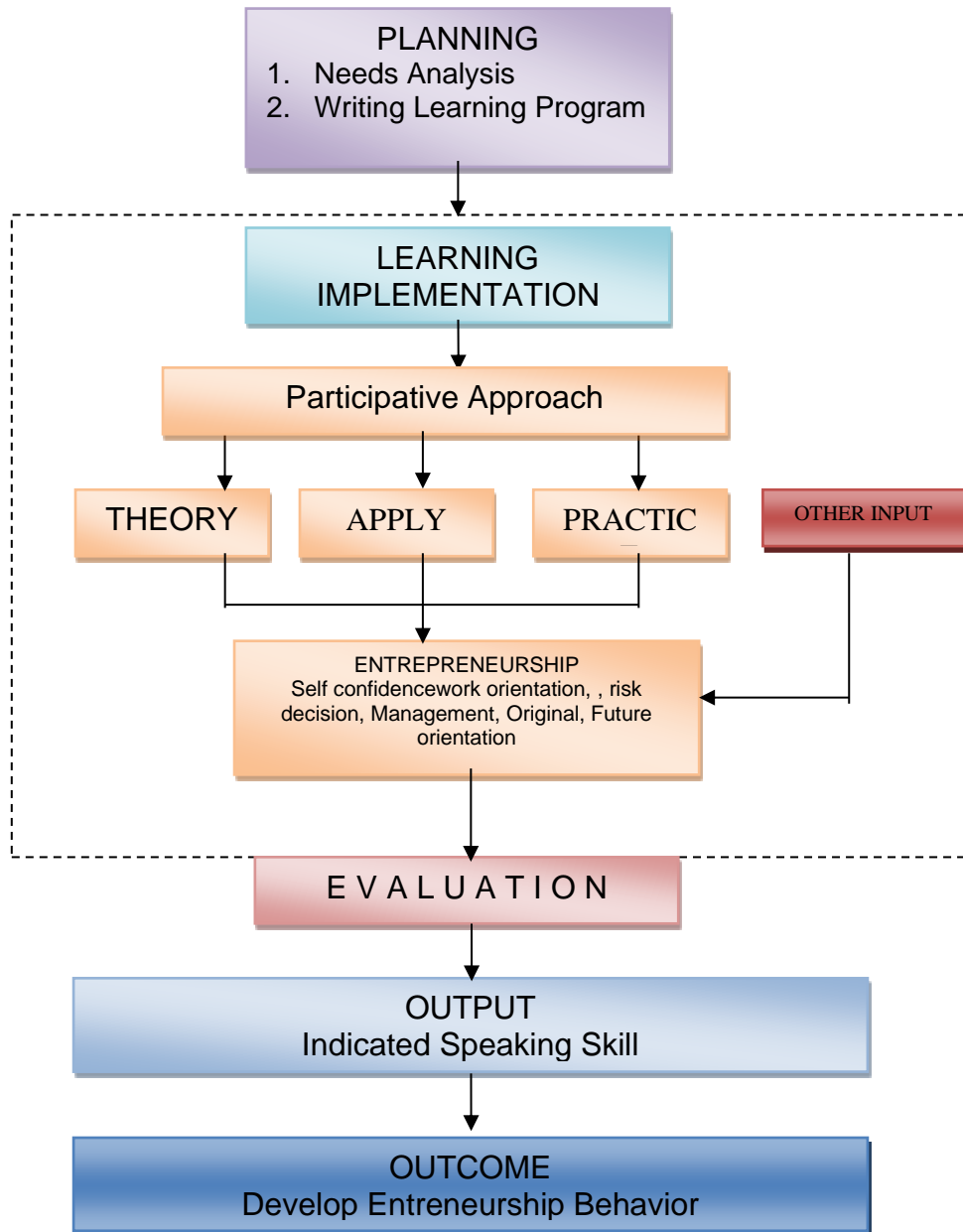
and identified (1) learning objectives, (2) learning materials, (3) media, (4) facility, (5) methods of teaching, (6) time allotment, (and (7) financial resources.

Implementation of teaching and learning process has been running well according to learners' condition so that students can follow the lesson well and follow the learning principles that has been designed. The role of students in teaching and learning process is according to principle of participative learning, interactive collaborative learning, and democratic have been shown by students. Sudrajad (2014) stated that the important aspects that has been paid attention in implementing learning process is a teacher will motivate to do if they are (1) they feel to able to do, (2) believe that their works have significance impact, (3) there is no personal problem, (4) that work is a believe task, and (5) a harmonis relationship among friends.

Output component is learning achievement that has to be achieved by students. Observation related to entrepreneurship behavior and spirit after teaching learning speaking skill through drama before and after teaching and learning implementation. The results teaching and learning in entrepreneurship based learning speaking skill through drama showed significance improvement. Before implementation speaking skill is about 55,3% and after implementing teaching speaking skill through drama, speaking skill competence is 80,9%. Therefore, entrepreneurship behavior of students increases into 24,79%.

Other input, according to a limited try out about entrepreneurship based learning speaking skill indicated that limited information about teachers' career development for supporting a quality of teachers. Teachers used conventional way of teaching and dominated opportunity to use time in teaching and learning process. Speaking skill is needed for most students' opportunity to speak a lot than teachers.

Outcome of implementation of entrepreneurship based learning speaking skill through drama has impact to develop entrepreneurship behavior and spirit that can be detected in observation of teaching and learning and is shown that students' entrepreneurship behavior improved. Based on the research results indicated that students' behavior and spirit improved. Therefore, model of entrepreneurship based learning speaking skill through drama is recommended to be used.



**Picture 3. Model of Entrepreneurship based Learning Speaking Skill After the Effective Testing Model**

Entrepreneurship behavior in learning speaking skill through drama, students ‘behavior improved significantly. Entrepreneurship behavior consisted of self confidence, task orientation and output, risk decision, management, original, and future orientation. After implementation of entrepreneurship based learning speaking skill through drama students’ entrepreneurship behavior developed especially in (1) belief, (2) independents, (3) individual performance, and (4) optimism. Alma (2015) stated that

people who have high self confidence that characterized by high responsibility, objectives, critics, stabile emotion.

Students' entrepreneurship behavior oriented to task and output that indicated by (1) needs for achievement, (2) output orientation, (3) persistence, and (4) have high motivation to achieve learning outcome. Th results of research indicated that task orientation increased into 25% after implementation of this model. Kamil (2012) and Kasmir (2006) stated that people who always do their main task and output are people who always improved their achievement value, and work hard. Besides, the students have ability to make risk decision that indicated (1) the ability to ta have risk decision, and (2) have challenge. The results of model implementation, task and output orientation improved significant to 51,67% become 78.33%.

Moreover, entrepreneurship behavior in Indonesian speaking skill through drama by using observation were presented in the following.

**Table 5 Entrepreneurship behavior comparison before after Model Implementation**

No	Competence Components	Before	After
1	Self confidence	51,7	75,8
2	Task and output orientation	52,9	77,5
3	Risk Decision	50,8	75,8
4	Management	57,2	82,2
5	Original	59,2	84,2
6	Future orientation	60,0	85,0
	<b>Average</b>	<b>55,30</b>	<b>80,09</b>

Table 5 indicated that 6 component indicators of entrepreneurship behavior increased significantly. They have 80.09 average score and have different significant results before and after implementation of the model. There are 24,79% development that are effective to use in order to improve entrepreneurship behavior of students.

## CONCLUSION

Objective condition of learning Indonesian speaking skill for students is still low and teaching learning process is still in conventional ways where teachers still dominated opportunity in classroom and it has limited in entrepreneurship behavior of students. Therefore, we needed to design a model of entrepreneurship based learning speaking skill through drama. Design of model is begun in need analysis, planning learning program, learning implementation, and evaluation. Eligible analysis of model indicated there are significant validity and eligible of model according to experts validation and it can be used for further effective implementation. Entrepreneurship based learning speaking skill through drama is effective to develop speaking skill and entrepreneurship behavior and spirit.

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