

UNDERGRADUATE THESIS
USING MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE
AMONG THE ELEVENTH GRADER OF MAN 1 METRO
ACADEMIC YEAR 2016/2017

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H/2017 M

USING OF MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE
AMONG THE STUDENTS AT THE ELEVENTH GRADE OF MAN 1 METRO
ACADEMIC YEAR 2016/2017

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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To: The Honorable the
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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APPROVAL PAGE

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ABSTRACT**USING MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE
AMONG THE ELEVENTH GRADER OF MAN 1 METRO
ACADEMIC YEAR 2016/2017****BY:****HILALIYAH**

The main purpose of this research is to investigate the students' speaking performance of MAN I Metro and to know what extent the mini-drama as the technique could help the students' in the learning process. The researcher tries to attest that mini-drama can be one of the teaching activities to improve the students' speaking performance.

This research was conducted at the senior high school of MAN I Metro. This research uses classroom action research. In this research, it is divided into two cycles. Each cycle consists of planning, acting, observing, and reflecting. In this research, the researcher took one class, namely XI IIS, which consists of 37 students.

The result of this research is that Mini-drama can be used as a teaching activity in speaking. It is proven by the average mark result of pre-test and post-test. At post test I is 32,5 and post test II is 73, it improved 32,5 points. The researcher concluded there was significant improvement of using mini-drama as the technique in speaking performance at the Eleventh Grader of MAN I Metro.

ABSTRAK**PENGUNAAN MINI-DRAMA (DRAMA PENDEK) DALAM
MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS XIMAN I
METRO TAHUN AJARAN 2016/2017**

BY:
HILALIYAH

Tujuan penelitian ini adalah untuk mengkaji kemampuan berbicara siswa MAN I Metro dan untuk mengetahui sejauh mana drama-pendek sebagai tehnik dapat membantu proses belajar mengajar. Penelitian ini mencoba membuktikan bahwa drama-pendek dapat menjadi salah satu aktifitas pembelajaran untuk meningkatkan kemampuan berbicara siswa.

Penelitian ini di laksanakan di MAN 1 Metro. Penelitian ini adalah penelitian tindakan kelas, terdiri dalam dua siklus. Setiap siklus terdiri dari rencana, tindakan, pengamatan, pengayaan. Pada penelitian ini, sampel kelas XI IIS dengan jumlah 37 siswa.

Hasil penelitian ini menunjukkan bahwa komunikasi yang aktif dapat digunakan sebagai aktifitas pengajaran dalam berbicara. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 32,5 dan post test II adalah 73 poin. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan mini-drama sebagai tehnik pada kemampuan berbicara siswa di kelas Sebelas MAN I Metro



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RATIFICATION PAGE

No: B-2831/In.88.1/0/PP.00.9/11/2017

An Undergraduate thesis entitled: USING MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MAN 1 METRO ACADEMIC YEAR 2016/2017, written by: Hilaliyah, student number: 1292097, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, Oktober 30th, 2017, at 08.00-10.00.

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Metro, October 30th2017

Yang Menyatakan

Hilaliyah

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Hilaliyah
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States that this undergraduate thesis is originally the result of the writer's reserch, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, October 30th2017

The researcher

Hilaliyah

MOTTO

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ
وَقُلْ رَبِّ زِدْنِي عِلْمًا {114}

“Maka Maha Tinggi Allah Raja Yang sebenar-benarnya, dan janganlah kamutergesa-gesa membaca Al Qur'an sebelum disempurnakan mewahyukannya kepadamu, dan katakanlah: "Ya Tuhanku, tambahkanlah kepadaku ilmu pengetahuan." (QS Thaaahaa: 114)

“High above all is Allah, the King, the Truth! Be not in haste with the Qur'an before its revelation is completed, but say, "O my Lord! advance me in knowled”
(QS Thaaahaa: 114)

DEDICATION PAGE

This Piece of work is dedicated to:

1. My beloved parents Mr. Supangat and Mrs. Purnanik (RIP), my second family Mr. A. Suyanto and Mrs. Sumilah who educate, support and love me like as their child and all my sisters and brothers that always prayed for me.
2. My beloved lectures of English Education department of Institute Islamic Studies (IAIN) of Jember Metro.
3. My best friends that really accompanied me during this research: Hesty, lilis, subari, eva, Fitriani and all that I cannot mention one by one especially Cambridge class.

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In the name of Allah SWT, the most gracious and the most merciful, who always gives us mercy and blessing. Who always give all we need and has taught of what they do not know. All praises to Allah SWT for the strengths and his blessing in accomplishing this underthesis. Peach and salutation be upon to the noble prophet of Islam, Muhammad SAW and his household and his faithful followers who strive in Allah SWT religion of Islam.

Regarding to the undergraduate thesis, the researcher could not stay alone, there are many persons who contributed their meaningful hands in accomplishing this thesis that researcher could not mention one by one. In line with those meaningful persons, the reseacher also would eagerly like to express her thanks to the honorable lectures of English Department, who help her in reducing her stupidness, the students of English Department who become good patners in studying English especially class C of 2012. In addition, the reseacher would not forget to appreciate for all the teachers in MAN 1 Metro, and also her friends wherever they are who supported and prayed for her.

As human being, the researcher realizes that this thesis still richly needs many corrections. All positive construction and suggestion are surely welcome to build up the quality of this thesis and to conduct the same case teaching study. The researcher apologizes for all mistakes she makes in this writing. Hopefully, this thesis can be a meaningful benefit for the researcher, for our campus and all readers generally.

Metro, October 30th2017

The Rresearcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is essential to communication, because people communicate with others using language as a means of communication. Each person uses a certain language in order to communicate with other person in his community. Without language, people will find difficulties to communicate with other people.

Language exists in two forms, there are verbal and non verbal. We had been treating this subject a generation ago; we would probably have put writing a head of speaking. But the “new” language teaching methods introduced during and immediately following, the Second World War have led us to change our order of priorities, and this present day emphasis on the spoken form of the language is now reflected in our testing as well as our teaching of second languages.

Since English as international language, more the country or nation learns English for their school seriously. In indonesia, English is foreignlanguage thought as one of a subject which learned in all level in the elementary up to University. English as communication language has a great role in human activities. Then, English students must be able to master English in order to face the development of science and technology. Learning English is hopedbe able to help the students

recognize themselves, their culture and other culture. On the other hand, learning language is hoped to help the students to express their ability in learning English language.

Speaking is one of the important skills to be mastered. In learning English foreign language, the students should be able to master the foreign language skills on: reading, writing and speaking. The students usually measure their achievement in mastering foreign language through how well they can practice their speaking performance. The mastering of speaking performance in learning English is a priority for many second foreign language learners. Consequently, students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking language proficiency.

Based on the pre-survey, the researcher found that many students' at eleventh grader of MAN 1 Metro have difficulties in speaking and their score is still low. They have difficulties to do exercise from their teacher.

Table 1

The Percentage of student's score on pre survey in speaking performance at eleventh grader of MAN I METRO

NO	Score	Category	Number of the Student	Percentage
1	≥ 75	Passed	5	13,5 %
2	≤ 75	Failed	32	86,5 %
Total			37	100 %

Source: Documentation pre survey in MAN I Metro

Base on the data, the researcher got riser data pre survey, on september 21th, 2016 at MAN 1 Metro, where the score minimize standard criteria (MMC) is 75 from about 37 students. The researcher got data those details with percentage 13.5% are 5 students' that success and fail with percentage 86.5% are 32 students'. So, the researcher will apply classroom action research and expected this research will make the reaching better. So, the score result of the students in speaking will improve too.

Base on the explanation above, the researcher would like to improve the speaking performance through Mini-drama. To reach MMC, the teacher should choose a good and appropriate method. In this research, Mini-drama is used as an alternative aid for helping students to improve their speaking performance at MAN 1 Metro. It is assumed that by using Mini-drama in teaching speaking the teacher or students will be able to create an interesting way in front of the class while presenting the material.

A teacher makes the instructional goal successful if he/she can choose an appropriate teaching method. A teacher should be able to encourage the

students to learn more by deciding which way is good for the students, especially in teaching speaking. So, the students can be able to reach the teaching and learning objectives, which have been stated in the curriculum.

A mini-drama is a set of drama in a limited time. The times that allocated for one performance of a group to perform their drama is ten minutes. It is an act stage activity which is done by students' performance in speaking after viewing a scene theater act or movie that has been displayed in the classroom. Mini-drama is affective way for the teacher to attach students' interest in developing their speaking performance. Because of using Mini-drama, the students will have better learning experience. The reason why students will have better experience is that by Speaking the students will acquire many words by seeing the real object so that the students can speak fluently.

B. Problem Identification

Base on the background above the reseacher focuses on the following question:

1. The students still get the difficulties to pronounce English word in their speaking correctly.
2. The students speaking performance are still low.
3. Students less practice in speaking.

C. Problem limitation

From the identification above, the researcher limit the study on number 2 that is students' speaking performance are still low. And the researcher focus on the using mini-drama to improve students' speaking performance at the eleventh grader of MAN 1 Metro.

D. Problem Formulation

Considering with the problems above, the researcher formulates the problem as follows:

1. Can the using Mini-drama improve the students' speaking performance at the eleventh grader of MAN 1 Metro?
2. Can the using mini drama improve the Students' Learning Activity at MAN 1 Metro?

E. Objective of the Study

The objectives of the research are:

1. To know that mini-drama can improve the students' speaking performance among the eleventh grader of MAN 1 Metro.
2. To show that mini-drama can improve students' learning activity among the eleventh Grader of MAN 1 Metro.

F. Benefit of the Study

The results of this research might be useful as follow:

1. For the Student

As the new knowledge that can improve their speaking performance to support their learning process.

2. For the Teacher

As the information for the English teacher of MAN 1 Metro as an alternative technique to used or applied by the teacher to teach speaking effectively in order to improve or to make students' being spirit to speak up.

3. For the Head Master

As a positive information to improve the quality of learning student's achievement in the future, especially English learning .

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature related to the study. The review includes the Concept of Speaking performance, element, function and the Concept of Mini-drama.

N. Concept of Speaking Performance

Performance is defined as actual instances of language use in real time which is something that can be observed. On the other hand, ability is an underlying entity that is relatively stable and can be inferred from performance.¹

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.² In speaking, one needs to know how to articulate the sound in a comprehensible manner and needs an adequate vocabulary. One also needs to have mastery of syntax. These various elements add up to linguistic competence.

Harmer and Jeremy said that speaking is one of the skills that have to be mastered by students in learning English. The performance to speak

¹RieIkoizumi, *Relationships Between Productive Vocabulary Knowledge and Speaking Performance of Japanese Learners of English at the Novice Level*, (University of Tsukuba), p.2.

²Joyce H. and A.Burns, *Focus on Speaking. National Centre for English Language Teaching and Research (NCELTR)*. Sydney: Macquarie University. 1999: p.2

fluently presuppose not only know knowledge of language feature, but also the performance to process information and language “on spot”.³

Besides that, speaking performance tends to be in the form of monologue rather than dialog, often follow a recognizable format (e.g, welcome speech), and it is closer to written language than conversational.

From some definitions above, the researcher assumed that speaking performance is always related to communication. Speaking performance itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the actual instances of language use in real time.

O. Elements of Speaking Performance

The ability to speak fluency presupposes not only knowledge of language features, but ability involving the understanding of information processing as well as explanation below:

1. Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

- a. Connected speech: as effective speakers of English need to be able not only produce the individual phonemes of English but also to

³ Jeremy.Harmer,*The Practice of English Language Teaching Third Edition*,(Longman: Pearson, 2001), P.269

use fluent 'connected speech'. It is for this reason the teacher should involve students in activities designed specifically to improve their connected speech.

Example: (as in saying I would have gone) _ (as in I'd've gone).

- b. Expressive devices: In communication not only use parts of utterance like vary volume and speed but also use the mimicry and gesture to express meaning in order to make an interesting communication.
- c. Lexis and grammar: Communication often appears a common lexical, idiom, expression, so the teacher must supply a variety of that in different function. Such as agreeing or disagreeing, expressing surprise, shock, or approval.
- d. Negotiation language: as effective communication, we use to look for clarification and show the structure of what we are saying. To clarify, the speaker should use other phrase or lexical in the same function.

Example: have you finished? -Have you done?

Do you understand? - do you get it?

2. Mental/ social processing

If a part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

- a. Language processing: as effective speakers need to be able to process language in their own heads and put it into coherent order of communication so that it conveys the meaning acceptably.
- b. Interacting with others: most speaking involves interaction with one more participants. It means that in communication should become a good listener in order to understand to what speaker saying and feeling.
- c. (On the spot) information processing: as effective speakers should fast or instant in response one another. However, it should know that this Instant response is very culture specific and is prized by speaker in many other language communities than the longer response. ⁴

From the statement above the reseacher inferred that knowledge and other skills instruction might address include the following:

- 1) Producing the sounds, stress patterns, rhythmic structures, and intonations of the language.
- 2) Using grammar structures accurately.
- 3) Selecting vocabulary that is understandable and appropriate for the audience, the topic beingdiscussed, and the setting in which the speech act occurs.

⁴Jeremy.Harmer,*The Practice of English Language Teaching*, (EnglandPearson Education Longman, 2007) 4th Edition, p. 269.

- 4) Using gestures or body language.
- 5) paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement

Base on all explanation above, the researcher brings to a close that the element of speaking performance is related to the language feature and social process. To make a good communication, the speaker must take care in using language feature and social process like using connected speed, using mimicry and gesture, using coherent sentence, becoming a good listener and using instant response. It would create an interesting communication one another.

P. Types of Classroom Speaking Performance

1. Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking self-initiated or it cans event form of language.

3. Responsive

This type includes interaction and text comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity

4. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5. Interpersonal

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.⁵

The researcher concluded that the type of speaking is related to the daily live communication like repeat what someone said, greeting, communicating with other people, make negotiation and presentation to the public.

⁵H. DouglasBrown, *language assesment principles and classroom practices*. longman, 2004, p. 141

Q. Functions of Speaking Performance

There are some functions of speaking in human relation and interaction. According to Brown and Yule there are three classified functions of speaking, those are talk as interaction, talk as transaction, and talk as performance.⁶

1. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

2. Talk As Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. So in this case, the speakers use to convey information. It refers to a situation where the focus is on what is said and done.⁷

⁶Pawlak, Mirosław, et al. *Speaking and Instructed Foreign Language Acquisition, Multilingual Matters, Bristol, Buffalo*, (Toronto, 2011), P. 5

⁷Richard, Jack. C. *Teaching Listening and Speaking, from Theory to Practice*, (New York, Cambridge University Press, 2008), P. 24.

3. Talk As Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and it is closer to written language than conversational language.

R. The Problems of Teaching Speaking Performance

Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. It is a foreign language and the use of it is very seldom. These difficulties may arise in clustering, redundancy, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation and also interaction.⁸

Learning foreign language will be considered a success if the students can speak fluently and accurately. But, sometime there are many students who are more afraid of speaking in foreign out in public. To improve student speaking, a teacher should help them with understanding what Brown argues about what makes the difficulties in speaking English.

⁸Brown, H. Douglas, *Teaching by Principle: an interactive Approach to language Pedagogy*, (Longman: San Francisco State University, 2001), Second Edition, p.270

1. Clustering

Fluent speech is phrasal, not word by word. Sometime, students are difficult to make coherent speech. They often seem stopped their speech for remembering what they will say in appropriate word.

2. Redundancy

Students have opportunity to redundancy in spoken language such as rephrasing, reparations, and little insertions. Students can take opportunity to process the meaning and understanding information clearer.

3. Performance variables

In spoken English language, students can show their performance, hesitations, pauses, backtracking, and corrections. There are allowed to used “ thinking time “, such as *uh, um, well, you know I mean, like, etc.*, while thinking the idea to speak.

4. Colloquial language

Students do not only know words, idioms, and phrase in colloquial language, but also they should understand in producing the forms.

5. Rate of delivering

Students often think that native speakers always speak fast. Rate of delivery is one of characteristic in speaking fluently. Teachers

should help students to achieve an acceptable speed with other of fluency in spoken English.

6. Interaction

Those characteristics above should be handling by students in improving their speaking proficiency.

S. The competences of Speaking Performance

In order to measure the quality of spoken performance, we need to establish criteria for assessment. The criteria used would depend on the nature of the skills being Tested and the level of detail desired by the end users.

The criteria can be seen in the following table:

Table.2. Brown's oral English scale frame.⁹

Criteria	Rating score	Description
Pronunciation	5	Has few traces of foreign accent
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciations problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand, because of pronunciation problems must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually un intelligible.

⁹H. DouglasBrown, *language assesment principles and classroom practices*.longman, p,172-173

Grammar	5	Makes few (if any) noticeable errors of Grammar or word order.
	4	Occasionally makes Grammatical and/ or word- order errors which do not, however, obscure meaning.
	3	Makes frequent errors of Grammar and word-order obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Most often rephrase sentences, and/ or restrict him to basic pattern.
	1	Errors in Grammar and word-order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speakers.
	4	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speakers.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.

	2	Usually hesitant, often forced into silence by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speech, although occasional repetition may be necessary.
	3	Understand most of what is said at slower-than-normal speech with repetitions.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

T. Concept of Mini-Drama

Mini is used before nouns to form nouns which refer to something which is a smaller version of something else. Drama is a key element in the 'Creative Expression' classes which have replaced the old English communication classes.

According to John and Martin Lewis, drama is a complex process.¹⁰ Drama has the unique ability to engage many different learning styles, thus facilitating connections with students and motivating most learners' today. J. Lea and Smith points out that drama is potentially powerful tool for connecting students with learning and content.¹¹ As teacher, we understand that people learn differently and at different paces because of their biological and psychological differences. Learning styles not only comprise the cognitive domain, but also the effective physiological domain. Drama is an activity where someone takes a chance to play a different character in a set of actionable. The implementation of drama in teaching English should be applied in the teacher plan. Needless to say, literature-based dramatic activities are valuable for ESL / EFL. They facilitate and decelerate development of the oral skills since they motivate students to achieve a clearer comprehension of a work's plot and a deeper comprehension and awareness of its characters.¹² In particular, it uses improvisation and mime. But while in the theater everything is contrived for the benefit of the audience, in classroom drama everything is contrived for the benefit of the learners".

¹⁰ John and Martin, *Teaching Classroom Drama and Theater*, (USA: Rutledge, 2005), P. 13

¹¹ J. Smith and J. Daniel, "Using Drama in Classroom," *Reading Horizons* (University of Louisville, May/June 1993), Volume 33, Issue 5

¹² Murat Hişmanoğlu, "Teaching English Through Literature", *Journal of Language and Linguistic Studies*, (Ufuk University), Vol. 1, No. 1/ April 2005, P. 60

Moreover, Lewis and Rainer summarize the concept of drama into seven broad categories. There are:

- a. Role
- b. Form
- c. Structure
- d. Stage
- e. Text
- f. Audience
- g. content¹³

Those categories are not the main concern here. But, the actual performance and how the students' conduct it using narrative stories or experience from their life. The writer would like to investigate the students' ability to relate the language into their performance. The using of narrative as the story represents part of the curriculum that is used today.

Based on some mean above the researcher try to limit this mini-drama mean is a form of art which provide someone to show their performance in communication, facial expression what we think and what we feel complicated with improvisation there are audience or no audience to show it. A mini-drama is a set of drama in a limited time. The time that allocated for one performance of a group to perform their drama is five toten minutes.

¹³ Lewis and Rainer, *Teaching Classroom Drama and Theater*, P. 13

U. Principles of Using Mini-Drama

According to Francise and Nigel Toya there are the principles for designing drama techniques. It is the central teaching strategy. Which is even if used very sparingly, must be a key element of any drama.¹⁴

1. Tableau

Small groups depict of roles in drama. Showing attitudes and relationship, people in an event, an idea of what the material they are working on means.

2. Hot-seating

Pupils question a role, usually TIR but sometimes followed by a pupil role. The plain version is that role just sits in front of the gathered group.

3. Occupation

Create a semblance of activity and action of the situation. Frequently it is earlier in drama rather than later.

4. Narration

Teacher tells story part of the drama. Where they need to move the drama on and where it is not appropriate

5. Writing input- output

Where the new stimulus is necessary and gives simply information like as note, letter, diary and poster.

¹⁴Francis Prendiville and Nigel Toye, *Speaking and Listening through Drama*, 7–11, (London: Paul Chapman Publishing,2007), P.4-7

6. Role on the wall

An outline of a figure is provided and pupils (or teaches as scribe) write inside words that describe what the role is like and outside the figure they write what they know about the role.

7. Collective drawing/ maps

A picture of a place or of objects to give a physical representation of what we are imagining.

V. Types of Mini- Drama

Needless to say, literature-based dramatic activities are valuable for ESL/ EFL. They facilitate and accelerate development of oral skill since they motivate students' to achieve a clearer comprehension and awareness of its character. Though drama in the classroom can be assume many forms, there are three main types, which are dramatization, role-play and improvisation.

1. Dramatization

Dramatization requires classroom performance of scripted materials. Students' can make up their own script for short story or section of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the character would say and how they would say it. The Script written by the students' are also probable with plays. Poems comprising one or more personae may also be scripted by students'. Students' should attentively read assigned sections of dialog in advance and be able

to answer question about character and plot. They should indicate vocabulary, idioms, or dialog they don't understand and words they cannot pronounce. The next rehearse the scene with their partners. Although they don't memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspect of staging the scene (i.e, facial expression, gesture, and the physical aspect). At last, the dramatization is presented before the class.

2. Improvisation and Role-playing

Both improvisation and role-playing may be developed around the character, plot, and themes of a literary work. Improvisation is a more systematic activity, i.e. a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role-playing students' picture character from the work being read and join in a speaking activity other than a dramatization, such as an interview or panel discussion.¹⁵

W. Advantages and Disadvantages of Mini- Drama

Desiatova outlined some of the benefits of using drama in the language classroom as follows:

1. It makes language learning an active and motivating experience.

¹⁵ Murat Hismanoglu, "Teaching English Through Literature", *Journal of Language and Linguistic Studies*, (April 2005), Vol. 1, No. 1. P. 60

2. It gives confidence and self-esteem to the students in using language spontaneously.
3. It brings the real world into classroom (problem solving, research, consulting dictionaries, real time, space and cross-cultural content).
4. It helps the students in acquiring the language through Play, make-believe and meaningful interaction.
5. It makes the learning items memorable through direct experience and effect emotions with different learning.
6. When dramatizing, the students use the entire appropriate channel (sight, hearing and physical bodies) for the active involvement in the language learning.
7. It stimulates students' intellect and imagination.¹⁶

Drama activities can be used to provide opportunities for students' to be involved actively. The activities involve the students' whole personality and not only their mental processes. In fact the small stage in the classroom is a nice preparation for the students' to face the larger stage known as life. Beside that advantage, there are disadvantage in playing a drama. A like as:

1. Some of the students take considerable longer amount of time to trust the benefit of drama.
2. Some of the students are much reserved while the other students resistance to use it.

¹⁶BahramMoghaddas, Reza Ghafariniae, *Applying drama techniques in teaching English in Iran*, P. 26

3. Some of the students are having difficulties in memorizing the dialogue.
4. For the beginner and shy student, drama is something anxiously.

X. Mini-Drama in English Language Teaching

We live in a global world where the knowledge of a foreign language, particularly English, is almost a must. English has become a natural part of our everyday lives, we can encounter it in media, advertising, shopping and it becomes absolutely inevitable when it comes to travelling and making oneself understood abroad. The knowledge of a foreign language gives young people considerable advantage when looking for a job or simply communicating with peers from abroad on the internet. That is why students should not learn English just because it is a part of most curricula, but because they can see its significance in their future lives. And that is where English teacher should help them and encourage them.

Mini-drama in education has a clear pedagogical aim concentrating on the personal and social development of its participants. It should encourage learner to imagine, act and thus reflect on human experience and the process of the social learning is highlighted above the final product. Drama education can be exploited in several different ways. However, the most appropriate form of using drama in context of foreign language teaching is to apply it as method of work. Drama is based on the direct experience of the

participants through acting and that is why it develops the whole personality of a learner, effecting on creativity, sensibility and sociability of each individual. Drama used in education gives participants the chance to submerge into fiction, take on the different roles, explore them, try thing on their own, learn through their proper experience and thus form their positions and attitude to the surrounding reality.

The relationship between mini-drama and the foreign language teaching naturally flourishes by virtue of all its benefit we can observe in foreign language instruction. And drama does not have to be used just in practice language functions, grammatical structure or particular vocabulary. It can be easily, and most of all effectively, exploited in cross-curricula teaching when studying and exploring topics related to the foreign culture or other school subjects. As Phillips suggest the teacher using drama “can use topics from other subject: the children can act out the scene from history, or the life cycle a frog; or he or she can work on the ideas and issues that run through the curriculum, such as sexism, respect for the environments and road safety.”¹⁷

As already mentioned before, drama used in education provides many beneficial factors, encouraging teacher to take advantage of its method and techniques.

¹⁷PHILLIPS, S. “Drama with children”, *Oxford: Oxford University Press*, 1999. ISBN 0-19-437220-0, P.8

Y. Procedure of Mini-Drama

1. Pre-task language activities

a. Welcoming speech

The oral program instructor talks about the purpose of the mini-drama and welcomes the English teacher to the judges, as well as the awards.

b. Briefing

The teacher briefs the students on the rules of their mini-drama, such as the limit time, the choice of props and music, etc.

2. Task cycle

a. Showtime

For all the groups of the students start their play in front of the class.

b. Analysis

There is a sharing session and students have to comment on each group's performance and how they feel about the experience of playing the mini-drama. The instructor appreciates the effort of groups in the mini-drama and praises those who have shown improvement at the end of the program.

Z. ActionHypothesis

Based on the literature review above, the researcher formulates the hypothesis as follow:

1. Using Mini-drama can improve the speaking performance at the eleventh grader of the MAN 1 Metro in Academic year 2016/2017.
2. Usingmini-drama can improve Students' learning activity at eleventh grader of MAN 1 Metro academic year 2016/2017.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method employed in this study, which encompasses the research design, research population, sample and sampling technique, research instruments, research data and data collecting technique, data analysis as well as research procedures. In these research procedures, the research discusses the preliminary study and action research steps consisting of planning, implementing or acting, observing, and reflecting.

H. Setting Research

This research would be conducted at MAN 1 Metro which is located in 15 A Ki.HajarDewantara Street, Metro,Lampung. The researcher will use classroom action research. Base on the problem in this research is, can using Mini-drama improve students' speaking performance at the eleventh grader of MAN 1 Metro?

According to John. W. Cresswell, research design is plans and the procedures for research to get detailed methods of data collection and analysis.¹⁸The research would conduct in two cycles. And will be apply about one month in second semester at the eleventh grader of MAN 1 Metro.

According EnjahTakari R. in his book say that Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative

¹⁸ John W. Cresswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publication 2002) P.20

analysis or research to understand underlying cause enabling future predictions about personal and organization change¹⁹.

Furthermore, in Donal Ary's book say that action research process involves reflecting, planning, acting and observing. the action research models described in the literature differ in some ways, they appear to have common elements.²⁰ These researches want to investigate whether using of Mini-drama can be able to improve students' speaking performance.

I. Subject Research

Population is all individuals of interest to the researcher²¹. According to the statement above that population is total number of subject research. The population of this research is all students of the eleventh grade of MAN 1 Metro; it is about 37 students.

¹⁹EnjahTakari R. *PenelitianTindakKelas*, (Bandung:PT Genesindo,cet.2,2010), P.5

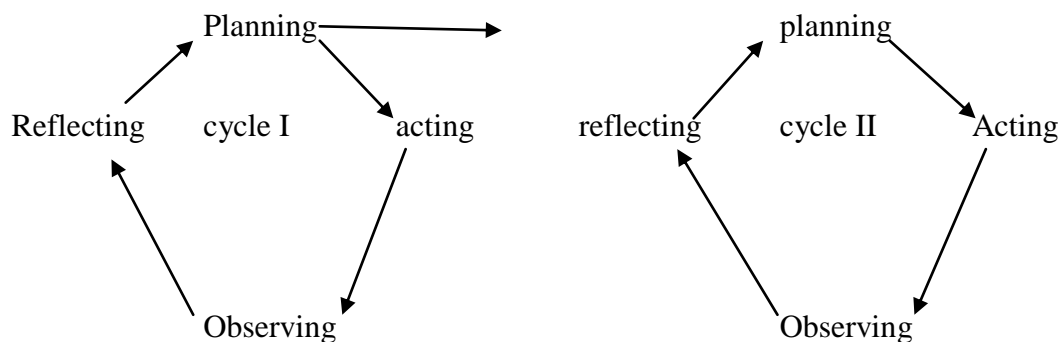
²⁰Donal Ary, *introduction to research in education* ,(USA Wadsworth, Cengage Learning 2010) 8th Edition, P. 518

²¹ Geoffrey Marczyk, *Essentials of Research Design and Methodology*,(Canada: John Wiley & Sons, Inc, 2005), p.33

J. Procedure of Research

This Action Research will be done in two cycles. There is a relationship between one and the others.

Here are steps Classroom Action Research design



Kurt Lewin's Action Research Design

(Adapted from Jean, 2002)²²

Cycle 1

1. Planning

Based on the teacher's experience of teaching in the class, the researcher identified the problem. In this planning the researcher prepare the lesson plan, the material and then, the researcher chose one of the problems that need to be solved, and plans to give the task and evaluation.

²²Jean McNiff and Jack Whitehead, *Action Research: Principle and Practice*, (New York: Routledge Falmer, 2002) Second Edition, p. 41

In this step explain about what, why, when, who and how the action is conducted. Well if it is conducted pairs, this way is said ideal way because there is effort to improve subject in research.

Planning is the step in each activity. In this step, the researcher plans as follow:

- a. The researcher identified the problem and find the problem solving.
- b. The researcher prepared the material and method of teaching.
- c. The researcher prepares the source of learning.

2. Acting

The second step in this action research is acting. It is the implementation about the planning. In this step, the researcher acts as follow:

- a. Pre Teaching Activities
 - 1) Pray and greets the student
 - 2) Ask the student condition
 - 3) The teacher chooses the appropriate with the material going to be taught.
 - 4) The researcher teaches through understanding about material.
- b. While Teaching Process
 - 1) The teacher will write the new explanation on the white board about how to delivery about the material.
 - 2) The teacher will give the explanation in the learning process.

- 3) The students just perform the explanation and say nothing.
- 4) When the students have difficult to deliver, the teacher repeats explanation.

c. Post Teaching

- 1) The teacher asks students to answer some question based on the materials.
- 2) The teacher gives the conclusion of the materials.
- 3) Teacher gives homework for the students.
- 4) Teacher gives spirit to study hard.
- 5) Teacher gives greeting for the students (teacher say good bye).

3. Observing

The third step in CAR is observing. In this step the researcher observed the process of teaching learning by using format observation. The collecting data by using observation sheet or field note, questioner, and oral text test. The Observation and interpretation in the class would be done the researcher teach in the class.

4. Reflecting

The fourth step in CAR is reflecting, this step would be done to teaching learning process, the result of perform and observation from the students and the result of the students test.

If in this cycle 1 the score of student improve, so this cycle is to be done. But, if the student's score not improve, so the cycle will be

continuing to the next cycle. The plan of the step of cycle 2 as follow:
Planning, Acting, observing and reflecting.

K. Data Collecting Technique

In collecting the data, the researcher conducted:

1. Test

The test would give to know the students speaking ability. The test is oral test of speech or other performance in front of class. In determining the score gained by the student, the researcher used an oral rating scale.²³

2. Documentation

Documentation would help the user of the research to understand the boundaries of the evidence in term of any wider conclusion that can be drawn.²⁴ So, it can be conclude that documentation is note of information in the form of documentation.

The researcher used documentation as a data collecting method. The researcher used this method to get data about the students, teacher and also about the organization structure of senior high school MAN 1 Metro in academic year 2016/2017.

²³ David P. Harris, *Testing English as a Second Language*, (India Offset Press, New Delhi, 1974), p.84

²⁴ Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (Wiltshire: Great Britian the Cromwell Press Ltd, 2003), P. 278

3. Observation

To pass the data gathered from field. It would be used to note finding and improvement during action step in the cycle. Some Observations in the below:

- a. Observe the students activity
- b. Observe the students cooperation in their group
- c. Observation towards the teacher's way of teaching

This way must be direct or indirect observe to research object.²⁵

L. Research Instrument

In this research, the researcher employed two kinds of instrument. The first instrument is the main source of information and the second one supported the process of analysis itself. The instrument used here are:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, skill that have by individual or group.

2. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher used this method to get the data about history of the school,

²⁵Kunandar, *langkah mudah penelitian tindakan kelas sebagai pengembangan profesi guru*, (Jakarta: Rajawali Pers, 2013), P. 127

the sum of the teachers, official employed and students at senior high school MAN 1 METRO.

3. Observation

Kunandar defined that observation is interpretation data to view how long effect in classroom research.²⁶ It means that observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals.

M. Data Analysis Technique

Data analysis conducts in result the average score of the pre-test and post- test of students' speaking performance in each cycle. The formula to figure out the average between pre-test and post-test as follow:

$$\mathbf{X} = \frac{\Sigma \mathbf{x}}{\mathbf{N}}$$

Note:

X = Average

ΣX = Total of Score

N = Total of Students

To know the presentations the students who pass and fail in every cycle the researcher use the formula:

$$\mathbf{P} = \frac{\mathbf{F}}{\mathbf{N}} \times \mathbf{100\%}$$

²⁶. Ibid. 143

Note:

P = Percentile which is tried to find

F = Frequency of the class

N = Total of the students²⁷

Then, the result is match by (MMC) at the school at least 75. If from the cycle 1, there are some students are not successful, we conduct cycle 2. But, if in cycle 2, 70 % of the students are successful. It does not continue to other cycle.

N. Indicator of Success

The Indicator of the success takes from the process and the result of the learning activities. The study called success if 70% students get more than 75. And there was improvement in the students learning activity. It means that after using Mini-Drama the students' speaking performance improved.

²⁷. AnasSudijono, *PengantarStatistikPendidikan*, (Jakarta: Raja GrafindoPersada, 2010), p. 82

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this section explore about the brief history and result of the research. All of them will explain more clearly as below:

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The Brief Story of MAN I Metro

MAN 1 Metro stood since the enactment of the Religious ministry Affairs Decree No. 64 of 1990 dated 25 of April 1990 and No. 42 of 1992 dated 27 of January 1992 about the transfer functions of the State Religious Teacher Education (PGAN) into Madrasah Aliyah (MAN). The steps of strategic that developed the wisdom that Madrasah got turn became Public school and it could be realized, after the enactment of Law No. 2 of 1989 on the national education system as the implementing legislation in PP. No 28, 1998 on Dik Das and education and culture minister's decision No. 0489 / V / 1992 on public Madrasah in article 1, paragraph 6 stated that the Madrasah Aliyah was SMA distinctively Islam organized by the Ministry of Religious Affairs.

Based on the fact above inferred that Madrasah Aliyah obliged to give the subjects at least equal to a senior high school besides the Islamic subjects that was given in the Madrasah in Article 26 Kep. The minister of education and culture (MENDIKBUD) No. 0487 / V / 1992 and article 22 paragraph 6 No. 0489 / V / 1992 Madrasah

Aliyah had the same task with the Public School (SMA), which provided the ability to learners to develop life as an individual member of society, citizens, and prepared the learners to participate in higher education. Therefore, there was a common thread that connected and developed wisdom further since it was included seven general subjects at the school in 1950 until the enactment of Law No. 2 of 1989 which confirmed that Madrasah Aliyah was the Public School (SMA) distinctively Islamic.

Following up on the global development that improved rapidly and greater challenges for a future Muslim generations and people's desire to choose the quality Madrasah that was recognized regionally, nationally and even international, for the MAN 1 Metro was expected to be ready to realize the graduates who were responsive and able to tackle challenges in global competition. One effort that was expected to achieve those all above was by projecting themselves to change the vision and mission that would be developed into a national standard of Madrasah. MAN 1 Metro has Vision and Mission.

The Vision is "The realization of the students MAN 1 Metro that qualified, established in IMTAQ and excel in Technology Information."

The missions are:

1. Implement teachers' professional development.
2. Implement a sustainable improvement in teacher competence.

3. Implement development Unit Level Curriculum (SBC), Dok. II syllabus and lesson plans.
4. Implement Preparation of Education Calendar by the Team of Curriculum Development (TPK) and the Team of Student Academic Potential Development.
5. Implement the strategies development with multi-method Learning Strategies and learning models.
6. Growing appreciation and experience about content of the Qur'an and Hadith.
7. Carry out the construction of worship place (mosque).
8. Implement programs of prayer in congregation, lecture by teachers and students.
9. Implement the network creation of academic information in the internal / external Madrasah through TV, radio and Hotspot.
10. Implement additional / Lab development. Computer Laboratory. Language Laboratory. IPA, Lab. Multimedia and Library.

b. The Condition of Teacher and Official Employees at MAN I Metro

Condition of teachers and the official employers in MAN I Metro, the numbers of teacher and official employers in MAN I Metro in the academic year of 2016/2017 are that can be identified as follows:

Table 3
The Condition of Teacher and the Official Employers at MAN I
Metro In the academic year of 2016/2017

No	Name	Sex	Occupation
1.	AntoniIswantoro, M.Ed	Male	English Teacher
2.	Drs. Masduki	Male	Physics Teacher
3.	Dra. Hj. Hamidah	Female	Counselor
4.	Drs. BuyungPranajaya, M.Pd.I	Male	Chemistry Teacher
5.	Dra. SitiAtifah	Famale	Mathematics Teacher
6.	Dra. HindunAftoniah, M.Pd.I	Famale	Fiqih Teacher
7.	Drs.H. Mulyana	Female	Matematics Teacher
8.	Dra. Hj. Maryani, M.Pd	Female	Economics Teacher
9.	Dra. ErlinaHarniati	Famale	Biology Teacher
10.	Drs.Supadi	Male	Chemistry Teacher
11.	Dra.Zuraida	Female	Counselor
12.	Dra. Hj. Erniwati, M.Pd.I	Female	Arabic Teacher
13.	Drs.H. Kartana, M.Pd.I	Male	Physic Teacher
14.	Sarbiyono, S.Pd, M.Pd	Male	Mathematics Teacher
15.	Dra. Sri Mulyani	Famale	Mathematics Teacher
16.	MustofaKhoiri, M.Si	Male	Biology Teacher
17.	Dra. Hj. Ade Suhairiah, M.Pd.I	Famale	Biology Teacher
18.	Sri Astuti, S.Pd, M.Pd	Famale	Biology Teacher
19.	Drs. H. Gufron, M.Pd.I	Male	Qur'an Hadits Teacher
20.	Mustolah, S.Ag, M.Pd.I	Male	Qur'an Hadits Teacher

21.	H. Firman, S.Pd	Male	Economics Teacher
22.	Akhmad Yusuf S, S.Pd	Male	Geography Teacher
23.	Dra.Hj. EniSusiati, M.Pd	Famale	Biology Teacher
24.	Drs. GunawanRg, M.Pd.I	Male	Fiqih Teacher
25.	LilisOdiah, S.Pd	Famale	English Teacher
26.	Dr. Marhayati, M.P.Mat	Famale	Mathematics Teacher
27.	MarlinaZahara, S.Ag	Famale	Arabic Teacher
28.	Ismoyo, S.Pd	Male	Indonesian language Teacher
29.	Wagino, S.Pd	Male	PKn Teacher
30.	Drs. Sudriyatmoko	Male	History Teacher
31.	Rokiban, S.Ag, M.Pd.I	Male	Arabic Teacher
32.	Kasiman, S.Pd	Male	Arabic Teacher
33.	Susi Masjuwita, S. Ag	Male	Qur'an Hadits Teacher
34.	EndangPurnawati, S.Pd	Famale	Physic Teacher
35.	H. Suhardi, M.P.Fis	Male	Physic Teacher
36.	Hj. EndangWidaryati, M.P.Kim	Famale	Chemistry Teacher
37.	Murniyanto, S.Pd, M.Pd.I	Male	Indonesian language Teacher
38.	Edya Rosita, S.Pd	Famale	AqidahAkhlak Teacher
39.	Musta'in, S.Ag, M.Pd.I	Male	Fiqih Teacher
40.	FeriMitra Liana, S.Pd	Famale	Indonesian language Teacher
41.	Dahlia, S.Pd	Female	History Teacher
42.	KhabibWahyono, S.Pd, M.Kes	Male	Sport Teacher
43.	HamidahHasan, S.Pd	Female	Indonesian Language

			Teacher
44	Helyani, S.Ag, M.Pd.I	Female	Fiqh Teacher
45	Muhammad Darojad, M.Pd	Male	English Teacher
46	Drs. H. Ridwan, M.Pd.I	Male	Sociology Teacher
47	Darsahid, S.Ag, M.Pd.I	Male	PKn Teacher
48	GunawanSantoso, S.Ag, M.Pd.I	Male	Fiqh Teacher
49	EviKurniawati, Se	Female	Sociology Teacher
50	IwanSaputraS.Pd, M.Kes	Male	Sport Teacher
51	Miswanto, S.Pd, M.Pd	Male	Economics Teacher
52	KartikaDewi, S.Pd	Female	Geography Teacher
53	IntaWahidah, S.Pd	Female	Counselor
54	EldiAsmi, S.Sos	Female	Sociology
55	Suhardi	Male	The chief of Administration
56	UmiSumarniatun	Female	Administration I
57	Suriyati	Female	Administration II
58	Rasinem	Female	Administration III
59	Supartini, S.E	Female	Economics Teacher
60	DiyanRahmawati, S.Pd	Female	Counselor
61	Nita Hidayanti, S.Pd	Female	Indonesian language Teacher
62	Drs. TatangJuhaeni	Male	Counselor
63	Saripin, S.Kom	Male	Computer Teacher
64	FitriAstuti, S.Pd	Female	Geography teacher
65	Novi CandraDewi, S.Pd	Female	English teacher
66	Susi Mayasari, S.Pd	Female	English teacher

67	M. Januar, S.Pd	Male	English teacher
68	Lidiawati, S.Pd	Female	Mathematics teacher
69	NanangSukaryono, S.Kom	Male	Computer operator
70	M. Zulkipli, S.Pd.I, M.Pd.I	Male	Art and skill teacher
71	Risky SuciPrwatiwi, S.Pd	Female	Art Teacher
72	Hepna Sari, S.Pd.I	Female	History teacher
73	Ps. Gama EkaNugrahaP,S.Pd	Male	Sociology teacher
74	Milyani, S.Pd	Female	Sport teacher
75	Sugimin, S.Kom	Male	Administration Staff
76	MutmainnahAdaninggar, A.Md	Female	Administration Staff
77	Heldawati, S.Kom	Female	Administration Staff
78	Efriana, S.E	Female	Administration Staff
79	LilisSetiaNingsih	Female	Administration Staff
80	Reza Agusta	Female	Administration Staff
81	Herlan	Male	Security I
82	M. ChoirulBachri	Male	Radio operator
83	Mahmud Nispurwanto	Male	Security II
84	MaulynineoCamelia, A.Md	Female	Library
85	Candra Huda Buana, A.Md	Male	Administration Staff
86	MamanFatkhurrohman	Male	Security III
87	Ismail Ludin	Male	Cleaning Service I
88	Sulistianto, S.Kom	Male	Computer Operator
89	M. NurSodik, S.Pd	Male	Art Teacher
90	Restiani, S.Pd.I	Female	Art Teacher
91	ImroatunAtika, S.Pd.I	Female	Art Teacher

92	NoviaMayangsari, S.Pd	Female	English Teacher
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Source: Result of documentation at MAN I Metro on March 20th 2017

c. The Quantity Students of MAN I Metro

The quantities of the students at MAN I Metro that can be identified as follows:

Table 4

The Students Quantity of MAN I Metro in the Academic Year 2016/2017

No.	Class	Sex		Total
		Male	Female	
1.	Class X MIA	75	172	247
2.	Class X IIS	65	104	169
3.	Class XI MIA	42	141	183
4.	Class XI IIS	46	91	137
5.	Class XII MIA	33	137	170
6.	Class XII IIS	46	100	146
Total		307	745	1052

Source: Result of documentation at MAN I Metro on March 20th 2017

d. The The Building of MAN I Metro

The condition of facilities in MAN IMetro in the academic year of 2016/2017 that is divided into two campuses, the campuses are :

1. Campus I which is located in 15 A Ki.HajarDewantaraStreed, east Metro, Lampung and the facilities in Campus I can be seen from the table below:

Table 5
The Building of MAN I Metro Campus I in the Academic Year
2016/2017

No	Names of Building	Total
Building A First Floor		
1.	Headmaster Room	1
2.	Administration Room	1
3.	UKS room	1
4.	Teachers room	1
5.	Computer laboratory room	1
6.	Students' Cooperation	1
Building B Second Floor		
7.	Classroom	4
8.	Computer room	1
9.	Guidance and counseling room	1
Building C		
10.	Mosque	1
Building D		
11	Classrooms	3
Building E		
12	Language laboratory	1
Building F first floor		
13	MAN Library	1
14	IPA Laboratory	1
15	Ramandan room	1
16	Classrooms	3
Building F Second Floor		
15	Auditorium Room	1

16	OSIS Room	1
Building G		
17	Classrooms	3
18	Classrooms	3
19	Security Home	1
20	MAN Canteen	1
21	Toilet	2

2. Campus II which is located in 38 Banjarejo Batanghari East Lampung and this campus has many facilities that will be shown in the table below :

Table 6

The Building of MAN I Metro Campus II in the Academic Year 2016/2017

No	Names of Building	Total
Building A		
1.	Teachers Room	1
2.	Classrooms	3
3.	Students Cooperation	1
4.	Language laboratory	1
5.	Students Dormitory	11
6.	Mosque	1
Building B		
7.	UKS Room	1
8.	Library	1
9	Classrooms	3
Building C		
10.	Classrooms	3

Building D		
11	Auditorium Room	1
12	Students Dormitory	6
13	Students' Toilet	15
Building E		
12	Classrooms	3

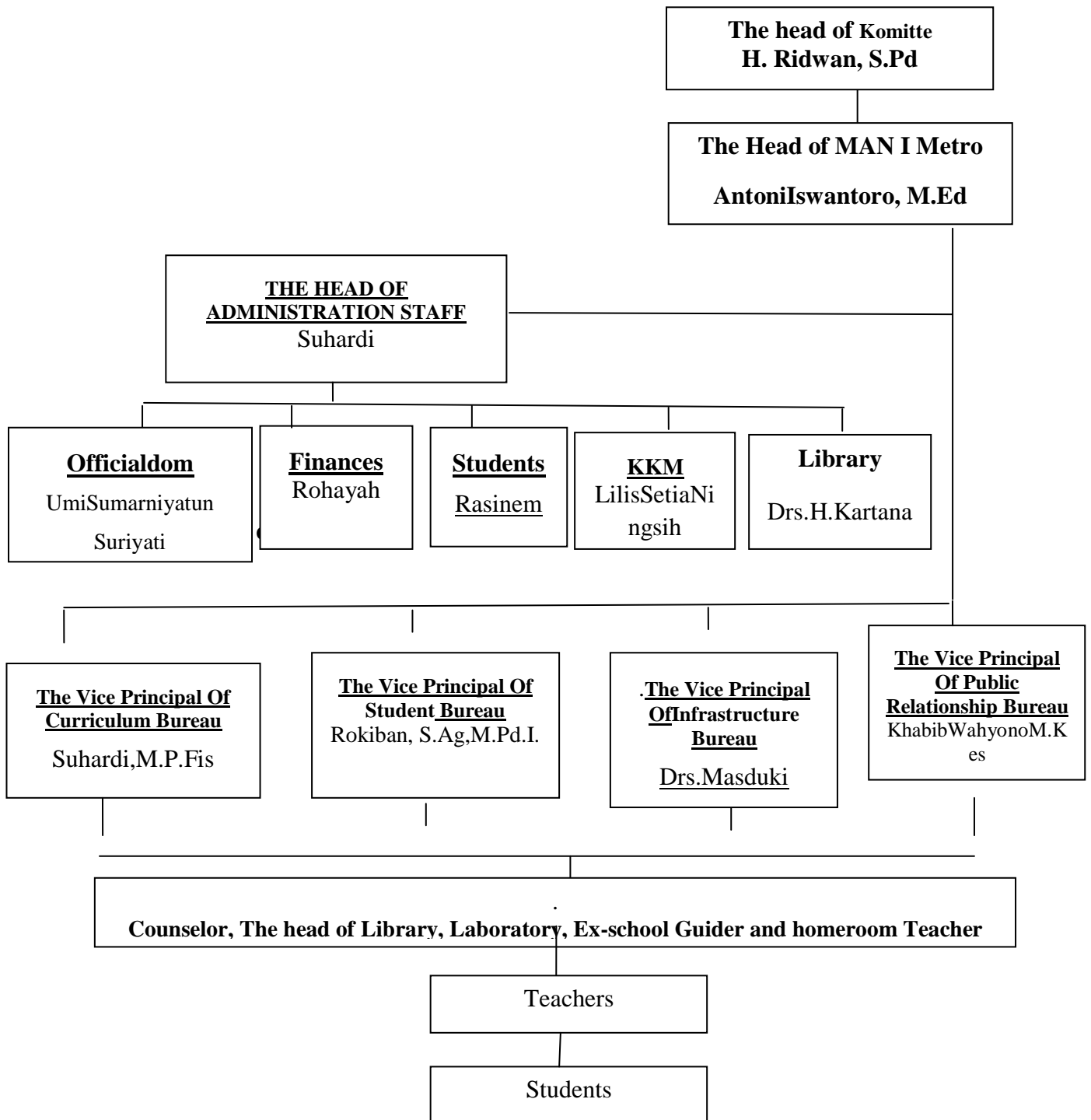
Source : Result of documentation at MAN I Metro on March 20th 2017

d. The Organization Structure of MAN I Metro

The Organization Structure of MAN I Metro in the Academic Year of 2016/2017 can be shown in the figure as follows:

Figure 1

The Organization Structure of MAN I Metro
In the Academic Years 2016/2017



Source : Result of documentation at MAN I Metro on March 20th 2017

B. Description of The Result

This research was conducted in 2 cycles. Action in cycle 1 was three meetings and two meetings in cycle II, and each meeting took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing, and reflecting. While on planning, researcher made lesson plan and researcher would teach the students by using these lesson plan. The material of this research was analytical exposition text. Before the process of cycle, the researcher conducted the pre-test on March 28th, 2017. The result of the student's pre-test score can be explained as follows:

1. The result of the pre-test

The researcher measured the students' speaking performance with pre-test before the treatment. The students' got the directions that make an oral test like speech or other performance. And the frequency of students' score at pre-test can be seen in the following table:

Table 7
The Result of Student's Speaking Performance
In Pre-test

No.	Name	P	G	V	F	C	Total score	Criteria	Category
1.	YAS	3	2	3	2	3	52	Good	Failed
2.	EL	3	2	2	2	3	48	Good	Failed
3.	GSA	3	2	2	3	3	52	Good	Failed
4.	DA	2	2	2	2	2	40	Fair	Failed
5.	VJ	3	3	4	3	4	68	Good	Failed

6.	NS	2	1	2	2	2	36	Fair	Failed
7.	YDT	3	3	2	2	2	48	Fair	Failed
8.	RAM	2	2	2	2	2	40	Fair	Failed
9.	ANI	4	3	4	4	4	76	Excellent	Passed
10.	HKN	4	4	4	4	4	80	Excellent	Passed
11.	SKN	3	2	2	2	2	44	Fair	Failed
12.	AF	2	1	2	2	2	36	Fair	Failed
13.	SNA	3	2	2	1	2	40	Fair	Failed
14.	MJ	2	1	2	2	2	36	Fair	Failed
15.	ITA	2	2	2	2	2	40	Fair	Failed
16.	UALA	2	1	2	2	2	36	Fair	Failed
17.	RAI	2	2	2	2	1	36	Fair	Failed
18.	YF	2	1	2	2	1	32	Fair	Failed
19.	HAS	2	2	2	1	2	36	Fair	Failed
20.	FFN	2	2	1	2	2	36	Fair	Failed
21.	TAW	3	2	3	2	2	48	Fair	Failed
22.	BPW	4	4	4	4	3	76	Excellent	Passed
23.	AP	3	3	4	4	3	68	Good	Failed
24.	IS A	3	2	2	3	2	48	Fair	Failed
25.	LF	2	1	2	1	2	32	Fair	Failed
26.	NFH	2	2	2	2	2	40	Fair	Failed
27.	HR	2	1	2	1	2	32	Fair	Failed
28.	RS	2	2	3	3	2	48	Fair	Failed
29	WW.W	2	1	2	2	1	32	Fair	Failed

30	DEM	4	4	4	4	4	80	Excellent	Passed
31	HMS	2	3	2	3	2	48	Good	Failed
32	RNR	2	3	2	2	2	44	Fair	Failed
33	RM	3	3	2	3	3	56	Good	Failed
34	AR	3	3	3	3	3	60	Good	Failed
35	WF	2	1	1	2	2	32	Fair	Failed
36	AZ	3	2	3	2	3	52	Good	Failed
37	KNS	3	3	3	3	3	60	Good	Failed
Total								1768	
Higest Score								80	
Average								49	
Low score								32	

Based on and the data table 4 above, the researcher measured the frequency of students' score at the pre-test could be seen as follows

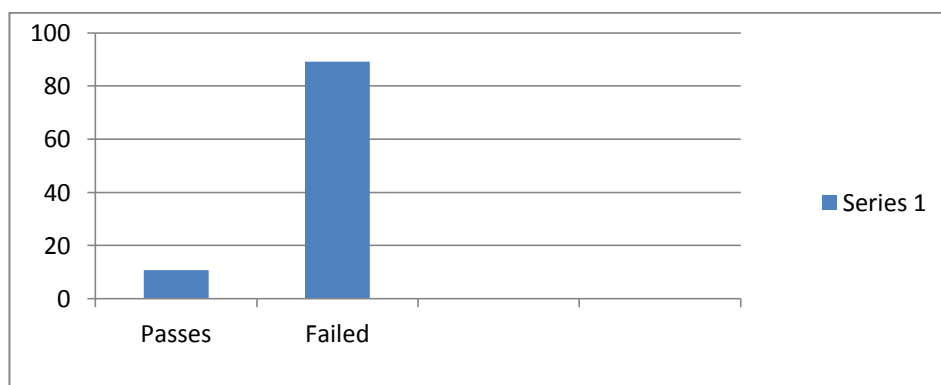
Table 8
Frequency distribution of students score Speaking Performance
In pre-test

No.	Score	Categories	Frequency	Percentages %
1	≥ 75	Passed	4	10,8%
2	< 75	Failed	33	89,2%
Total			37	100%

From the graph of percentage students speaking performance pre-test score could be seen as follow:

Graph 1

Percentage of the Students Result of Speaking Performance
In Pre-test



Based on the result, 33 students' (89,2%) did not passes and 4 other students' (10,8%) have passed . The success students those got the minimum standard (KKM) at MAN I Metro at least 75. The success students' were more be less than unsuccessful students'. From the pre-test result, the researcher got the average of 49,08. So, the result was unsatisfactory and the students' could not achieve the target. It was the reason why, the researcher implement Mini-drama to improve the student's speaking performance.

2. Cycle I

Cycle I was divided into planning, acting, observation, and reflecting. There would explain more clearly as below:

a) Planning

The first meeting was done on April 04th, 2017. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a new teacher to the students by Mr. M. Darajat, M.Pd. Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's post-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

b) Acting

The implementation of these cycles was conducted in three meeting. In this meeting the researcher was being a teacher. Here the activities of this cycle:

1) The first meeting

The meeting was done on Tuesday, April 04th, 2017. In this meeting the researcher was being a teacher and the collaborator was being observer. The meeting start by unique greeting from MAN I Metro, and then the teacher checked the students' attendance and asked the condition of students. In the first meeting, the teacher tries to give how important speaking in daily activities. The teacher stimulated and shared about the useful of speaking in the real of life, especially in our country. In this meeting the teacher also gave the tips and trick in speaking activities to help the students' problem that commonly faced. In the

end of meeting, the researcher closed with motivated and gives the students spirits to learn and practice more in speaking.

2) The Second Meeting

The second meeting was conducted on Tuesday, April 11th 2017. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students.

The first, the researcher explains about the material about analytical exposition text and generic structure of analytical exposition text.

The second, after the explanation is done, the researcher divided them being a group. In every group they have to discuss about the text that have been prepared. In the end of meeting, the teacher closed with evaluation, praying and motivated the students.

3) The Third Meeting

The third meeting was conducted on Tuesday, April 18th, 2017. In this meeting the researcher was being the teacher and the collaborator was being the observer. First, the teacher checked the students' attendance and asked the condition of students.

In this meeting, the researcher gave the post test. The test is that the students' have to explain the topic and answer questions orally. It was done to know students learning result after following the learning process.

Then the after time was over, after 90 minutes and the researcher gave motivation for the students, pray and study hard at home and keep fighting.

Table 9
The result of the Students Speaking Performance in
Post – Test 1 on cycle 1

No.	Name	P	G	V	F	C	Total score	Category
1.	YAS	3	3	3	3	3	60	Failed
2.	ES	4	4	4	4	3	76	Passed
3.	GSA	2	2	2	3	3	48	Failed
4.	DW	3	3	3	3	3	60	Failed
5.	VJ	4	3	4	4	4	76	Passed
6.	NS	2	2	3	2	2	44	Failed
7.	YDT	3	3	3	3	3	60	Failed
8.	RAM	2	2	2	2	2	40	Failed
9.	ANI	4	4	4	4	4	80	Passed
10.	HKA	4	4	4	4	4	80	Passed
11.	SKN	3	4	4	4	4	76	Passed
12.	AF	2	2	2	2	2	40	Failed
13.	SNA	3	2	2	2	2	44	Failed
14.	MJ	2	2	2	2	2	40	Failed
15.	ITA	1	2	2	2	2	36	Failed
16.	UALA	2	2	2	2	2	40	Failed
17.	RAI	2	2	2	2	2	40	Failed

18.	YF	2	2	2	2	2	40	Failed
19.	HAS	2	2	2	2	2	40	Failed
20.	FFN	2	2	2	2	2	40	Failed
21.	TAW	3	2	3	2	2	48	Failed
22.	BPW	4	3	4	4	5	80	Passed
23.	AP	4	4	4	4	3	76	Passed
24.	IA	3	2	2	3	2	48	Failed
25.	LF	2	2	2	2	2	40	Failed
26.	NFH	2	2	2	2	2	40	Failed
27.	HR	2	2	2	3	2	44	Failed
28.	RS	2	2	3	3	2	48	Failed
29	WW.W	2	2	2	2	3	44	Failed
30	DEM	5	4	4	4	4	84	Passed
31	HMS	3	4	4	3	5	76	Passed
32	RNR	2	3	2	2	2	44	Failed
33	RM	3	2	2	2	2	44	Failed
34	AR	4	3	5	4	3	76	Passed
35	WR	2	3	3	2	2	48	Failed
36	AZ	4	3	5	3	4	76	Passed
37	KNS	3	4	5	4	3	76	Passed
Total								2052
Higest Score								84
Average								55,5
Low score								36

Table 10

Frequency distribution Speaking Performance in post-test I

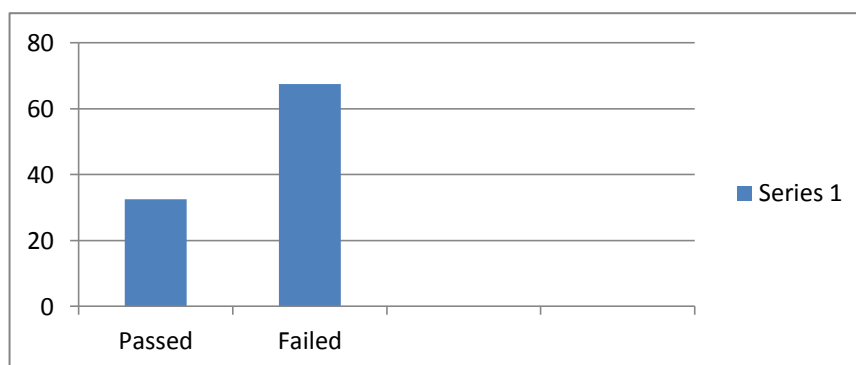
No.	Score	Categories	Frequency	Percentages %
1	≥ 75	Passed	12	32,5
2	< 75	Failed	25	67,5
Total			37	100%

Based on the graph of percentage students speaking performance post-test 1 score could be seen as follow:

Graph 2

Percentage of the Students Score Speaking Performance

Post – test I



According to the table 10 and graph 2, the students had improved score than the pre test before. And there was 12 students' who passed the test, before only 4 students who passed the test. But, the improvement in post test I was not successful, because

only 12 students (32,5%) who passed the test. The criteria of students' successful in mastering the material that got minimum score 75 and the class can be said success in achieving the material if 70% of the students' in the class get score at least 75 and the students enjoyed the learning process. The fact showed that the result was unsatisfactory.

c) Observation

In observation of teacher's action, the researcher presented three meeting in cycle I of learning to find the information their speaking performance. The teacher explained about analytical exposition and the technique to comprehend speaking performance easily. Although the researcher had explained the material and the technique but the students' were still not confidence and got difficulties to speak up in front of the class. The students those passed in post-test cycle 1 only 12 students' of 37 students'.

In the second meeting the students' began be active and interested in speaking and learning process. Because of the teacher stimulated and told some funny story about teacher experienced and also add some interested games. Here are the explanations of the result of the student's observation and post-test I score, as follows:

Table 13
Table of the Result of Students Observation Students Activity
On cycle 1

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	YAS	2	40%	3	60%	Improve
2	EL	3	60%	4	80%	Improve
3	GSA	1	20%	2	40%	Improve
4	DA	2	40%	3	60%	Improve
5	VJ	3	60%	4	80%	Improve
6	NS	2	40%	2	40%	Constant
7	YDT	2	40%	3	60%	Improve
8	RAM	1	20%	2	40%	Improve
9	ANI	3	60%	4	80%	Improve
10	HKA	3	60%	4	80%	Improve
11	SKN	2	40%	3	60%	Improve
12	AF	1	20%	2	40%	Improve
13	SNA	2	40%	3	60%	Improve
14	MJ	2	40%	2	40%	Constant
15	ITA	2	40%	2	40%	Constant
16	UALA	2	40%	3	60%	Improve
17	RAI	2	40%	3	60%	Improve
18	YF	1	20%	2	40%	Improve
19	HAS	2	40%	3	60%	Improve
20	FFN	2	40%	3	60%	Improve
21	TAW	2	40%	3	60%	Improve
22	BPW	3	60%	4	80%	Improve
23	AP	3	60%	4	80%	Improve
24	IA	2	40%	2	40%	Constant
25	LF	2	40%	1	20%	Decrease
26	NFH	2	40%	3	60%	Improve
27	HR	2	40%	3	60%	Improve
28	RS	2	40%	3	60%	Improve
29	WW.W	2	40%	3	60%	Improve
30	DEM	3	60%	4	80%	Improve
31	HMS	3	60%	4	80%	Improve
32	RNR	2	40%	2	40%	Constant
33	RM	3	60%	3	60%	Constant
34	AR	3	60%	4	80%	Improve
35	WR	2	40%	2	40%	Constant
36	AZ	2	40%	4	80%	Improve
37	KNS	2	40%	3	60%	Improve
Total		80	45%	109	59%	

Note : $\geq 41\%$: active
 : $< 41\%$: Do not active

The Students Score Criteria:

1. The students pay attention the teacher explanation.
2. The students understanding the material.
3. The students active ask the teacher in class.
4. Making note from the material.
5. Doing the task.

Students' percentages criteria:

Scoring 1, with percentages 0- 20% = Bad

Scoring 2, with percentages 21-40% = Poor

Scoring 3, with percentages 41-60% = Fair

Scoring 4, with percentages 61-80% = Good

Scoring 5, with percentages 81-100% = Excellent

Table 14

Frequency of Students Activity Result in cycle 1

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5					Excellent
2	4			10	27%	Good
3	3	10	27%	16	43,3%	Fair
4	2	23	62,2%	10	27%	Poor
5	1	4	10,8%	1	2,7%	Bad
Total		37	100%	37	100%	

According to the result of the observation above it can be conclude that the learning process was not sufficient. There some students made noisy, it can be inferred that the learning process has not done well. It can be seen in the first meeting the students 27% of positive activity in learning process, 62,2% less active and 10,8% not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen 59% from of students was active in the learning process.

d) Reflecting

Based on the result of cycle I, it could be seen that most of students' got difficulty to explain analytical exposition text. It happened because the students did not have enough vocabulary and confidence in speaking. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 15
The Result of Students' Pre Test and Post Test I

No	Name	Students Result				
		Pre – Test	Post – test I	Improve	Percentage %	Category
1	YAS	52	60	8	13,3	Improve
2	ES	48	76	4	5,2	Improve
3	GSA	52	48	-4	-8,3	Down
4	DA	40	60	20	33,3	Improve
5	VJ	68	76	8	10,5	Improve

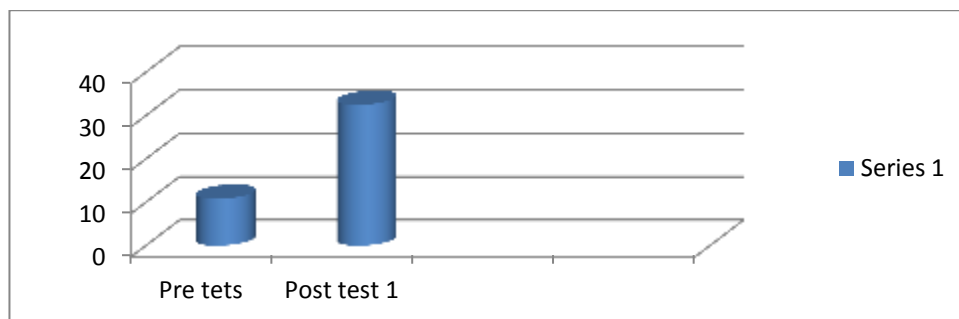
6	NS	36	44	8	18	Improve
7	YDT	48	60	12	20	Improve
8	RAM	40	40	0	0	Constant
9	ANI	76	80	4	5	Improve
10	HKA	80	80	0	0	Constant
11	SKN	44	76	32	42	Improve
12	AF	36	40	4	10	Improve
13	SNA	40	44	4	9	Improve
14	MJ	36	40	4	10	Improve
15	ITA	40	36	-4	-10	Down
16	UALA	36	40	4	10	Improve
17	RAI	36	40	4	10	Improve
18	YF	32	40	8	20	Improve
19	HAS	36	40	4	10	Improve
20	FFN	36	40	4	10	Improve
21	TAW	48	48	0	0	Constant
22	BPW	76	80	4	5	Improve
23	AP	68	76	8	10,5	Improve
24	IA	48	48	0	0	Constant
25	LF	32	40	8	20	Improve
26	NFH	40	40	0	0	Constant
27	HR	32	44	12	27	Improve
28	RS	48	48	0	0	Constant
29	WW.W	32	44	12	27	Improve
30	DEM	80	84	4	4,5	Improve
31	HMS	48	76	4	5	Improve
32	RNR	44	44	0	0	Constant
33	RM	56	44	-12	-27	Down
34	AR	60	76	16	21	Improve
35	WR	32	48	16	33,5	Improve
36	AZ	52	76	24	31,5	Improve
37	KNS	60	76	16	21	Improve
Total		1768	2052			
Average		47,78	55,5			

Table 16
Frequency distribution Speaking Performance in pre test and post-test I

No	Score	Pre test		Post test 1		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 75	4	10,8%	12	32,5	Passed
2	< 75	33	89,2%	25	67,5	Failed
Total		37	100%	37	100%	

Graph 3

The Percentage Average of Students' score on Pre – Test and Post – Test I



The table and the graphic above, it could be seen that the percentage average of students' in pre 10,8% (4 students) and the percentage average of post test 32,5% (12 students) but it was not fulfill the completeness standard (minimum standard criteria) at least 70 % students must get ≥ 75 . Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

3. Cycle II

Cycle II are similar with cycle I, it divided planning, acting, observing, and reflecting. There are explaining more clearly as below:

a) Planning

In planning at Cycle II the researcher and collaborator (Mr. M. Darojat, M.Pd) would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan they wanted to identify the problem in the classroom. Based on the students' result in cycle 1, the researcher concluded that the problems that faced by students is many students do not have sufficient vocabulary and confidence about the topic, so that they cannot understanding analytical exposition text. Based on the problems above the researcher and collaborator tried to find some solution they are:

- 1) The teacher should gave tips, motivation and give additional times to practice more than at the Cycle I.
- 2) The teacher should gave some vocabularies and expressions that commonly use in daily activities.

Based on the problem faced on the first cycle, the researcher made a lesson plan. The material focused in improvisation and confidence on the students speaking performance.

b) Acting

The description of the teaching learning in cycle II was not different from previous cycle. In every stage the teacher tried to make

class more interested and alive. The teacher tried to make the students enjoyed the learning process. The description of the result in cycle II could be interpreted as follows:

1) First meeting

The first meet was done on Tuesday, April 25th2017 at 13.00 – 14.50 am. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students.

The learning process in the cycle II focused on the weakness of cycle I. The researcher found the students' problems were in mechanic, organization and also grammar. The researcher asked about the previous material before she explained more about it. After that, the researcher explained new topic. The new topic is asking and giving opinion. In this meeting the teacher applied the new technique by using mini-drama.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about asking and giving opinion.

2) Second Meeting

The second meeting was conducted on Tuesday, May 02th, 2017 followed by 37 students. In this meeting the researcher

was being the teacher and the collaborator was being the observer. This meeting used to post test II in the end of cycle II. The researcher gave post test to the students. In this meeting almost of the students' delivered and have a good performance. It can be seen from the result of the post test II.

Table 18
Score of the Students' Speaking Performance
Post – test II on Cycle II

No.	Name	P	G	V	F	C	Total Score	Category
1.	YAS	4	4	3	4	4	76	Passed
2.	ES	4	4	4	4	4	80	Passed
3.	GSA	3	3	4	3	3	64	Failed
4.	DA	4	3	4	4	4	76	Passed
5.	VJ	4	4	4	4	4	80	Passed
6.	NS	3	3	4	3	5	72	Failed
7.	YDT	4	3	4	4	4	76	Passed
8.	RAM	3	3	3	3	3	60	Failed
9.	ANI	5	4	5	5	5	96	Passed
10.	HKA	4	4	5	5	4	88	Passed
11.	SKN	4	4	4	4	4	80	Passed
12.	AF	3	3	3	3	3	60	Failed
13.	SNA	4	4	4	4	4	80	Passed
14.	MJ	3	3	3	3	3	60	Failed
15.	ITA	4	3	4	3	5	76	Passed
16.	UALA	4	4	4	3	4	76	Passed

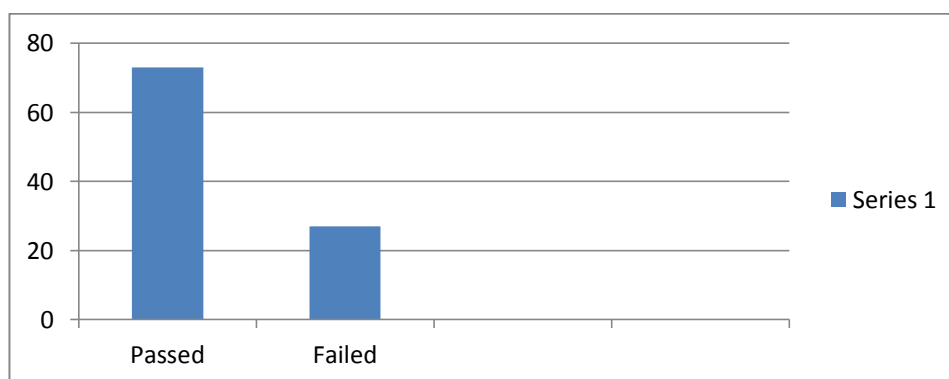
17.	RAI	4	4	4	3	5	80	Passed
18.	YF	3	3	3	3	3	60	Failed
19.	HAS	3	2	3	3	3	56	Failed
20.	FFN	4	4	4	4	4	80	Passed
21.	TAW	4	3	4	4	5	80	Passed
22.	BPW	5	4	5	4	5	92	Passed
23.	AP	3	3	4	4	5	76	Passed
24.	IA	3	3	4	3	3	64	Failed
25.	LF	3	3	3	3	3	60	Failed
26.	NFH	4	3	4	3	5	76	Passed
27.	HR	3	4	4	3	5	76	Passed
28.	RS	4	3	4	4	4	76	Passed
29.	WW.W	3	3	3	3	3	60	Failed
30.	DEM	5	5	4	5	5	96	Passed
31.	HMS	4	4	4	5	4	84	Passed
32.	RNR	4	3	4	3	5	76	Passed
33.	RM	3	3	5	4	4	76	Passed
34.	AR	4	3	4	4	5	80	Passed
35.	WR	4	3	4	4	5	80	Passed
36.	AZ	4	3	4	4	5	80	Passed
37.	KNS	4	3	4	4	5	80	Passed
Total								2788
Highest Score								96
Average								75,5
Low score								56

Table 17
Frequency distribution Speaking Performance
Post-test II

No.	Score	Categories	Frequency	Percentages %
1	≥ 75	Passed	27	73 %
2	< 75	Failed	10	27 %
Total			37	100%

Graph 4

Percentage of the Students Result Score Speaking Performance in
Post- test cycle II



The table above is the result of students' score at post – test II. It can be seen there was increasing from the score of post test I and post test II. There were 73 % (27students) students who passed score of minimum mastery criteria. The lowest score was 56, the highest score was 96, and the average score was 75,5. The average post 1 was 55,5. It means that was increasing 20,5 score from post – test I to post – test II.

c) Observing

In the observation the researcher presented two meeting in cycle II. The researcher explained the material about Mini-drama and also gave treatment, games, vocabulary and expressions which can be used to improve the students speaking performance easily. It was expected could help the students' to get the various way and technique to improve their speaking performance. In this stage the students' more active and enthusiastic in concerning the teaching learning process. It can be seen follow:

Table 18
Table on the Result of Observation Students Activity
Sheet in cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	YAS	3	60%	4	80%	Improve
2	ES	4	80%	5	100%	Improve
3	GSA	3	60%	4	80%	Improve
4	DA	3	60%	5	100%	Improve
5	VJ	4	80%	5	80%	Improve
6	NS	2	40%	3	60%	Improve
7	YDT	3	60%	4	80%	Improve
8	RAM	3	60%	3	60%	Constant
9	ANI	5	100%	5	100%	Constant
10	HKA	4	80%	5	100%	Improve
11	SKN	3	60%	5	100%	Improve
12	AF	2	40%	3	60%	Improve
13	SNA	3	60%	4	80%	Improve
14	MJ	3	60%	3	60%	Constant
15	ITA	3	60%	4	80%	Improve
16	UALA	4	80%	5	100%	Improve
17	RAI	3	60%	4	80%	Improve
18	YF	3	60%	3	60%	Constant
19	HAS	3	60%	4	80%	Improve
20	FFN	3	60%	4	80%	Improve
21	TAW	4	80%	4	80%	Constant

22	TAW	4	80%	5	100%	Improve
23	AP	4	80%	4	80%	Constant
24	IA	3	60%	3	60%	Constant
25	LF	2	40%	3	60%	Improve
26	NFH	3	60%	5	100%	Improve
27	HR	3	60%	4	80%	Improve
28	RS	3	60%	4	80%	Improve
29	WW.W	3	60%	3	60%	Constant
30	DEM	4	80%	5	100%	Improve
31	HMS	4	80%	5	100%	Improve
32	RNR	4	80%	4	80%	Constant
33	RM	3	60%	3	60%	Constant
34	AR	4	80%	4	80%	Constant
35	WR	2	40%	4	80%	Improve
36	AZ	4	80%	4	80%	Constant
37	KNS	3	60%	4	80%	Improve
Total		121	65%	150	81%	

Table 19

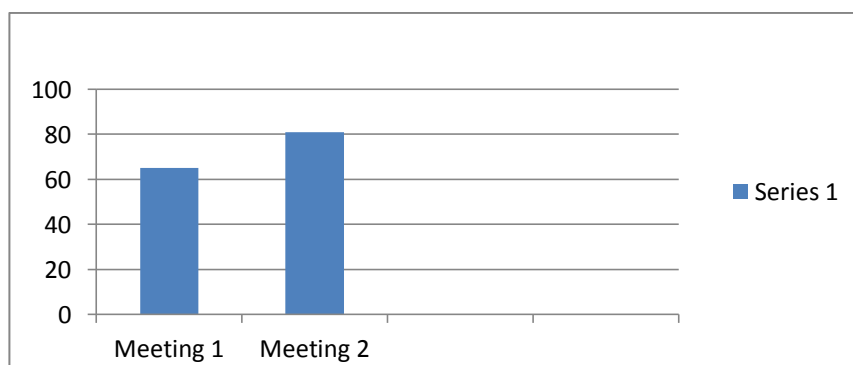
Frequency of students' Activity Result in Cycle II

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	1	2,5%	10	27%	Excellent
2	4	12	32,5%	18	48,5%	Good
3	3	20	54%	9	24,5	Fair
4	2	4	11			Poor
5	1					Bad
Total		37	100%	37	100%	

Moreover, to know the graphic of students learning activity between meeting I and meeting II at cycle II will be showed below:

Graph 5

The Comparison between First Meeting and Second Meeting of Students Learning Activity at Cycle II



Based on the table and the graphic above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be shown, in first meeting the mean percentage of the entire indicators of student's activities was 65%, in second meeting the mean percentage was 81%. It could be concluded that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

d) Reflecting

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison

between students' post-test I score and post-test II score could be compared on the following table:

Table 20
The Result of Students' Post Test I and Post Test II

No	Name	Students Result				
		Post – Test I	Post – test II	Improve	Percentage %	Category
1	YAS	60	76	16	21	Improve
2	ES	76	80	14	17,5	Improve
3	GSA	48	64	16	25	Improve
4	DA	60	76	16	21	Improve
5	VJ	76	80	14	17,5	Improve
6	NS	44	72	28	39	Improve
7	YDT	60	76	16	21	Improve
8	RAM	40	60	20	33,5	Improve
9	ANI	80	96	16	16,5	Improve
10	HKA	80	88	8	9	Improve
11	SKN	76	80	4	4,5	Improve
12	AF	40	60	20	33,5	Improve
13	SNA	44	80	36	45	Improve
14	MJ	40	60	20	33,5	Improve
15	ITA	36	76	40	52,5	Improve
16	UALA	40	76	36	47,5	Improve
17	RAI	40	80	40	50	Improve
18	YF	40	60	20	33,5	Improve
19	HAS	40	56	16	28,5	Improve
20	FFN	40	80	40	50	Improve
21	TAW	48	80	32	40	Improve
22	BPW	80	92	12	13	Improve
23	AP	76	76	0	0	Constant
24	IA	48	64	16	25	Improve
25	LF	40	60	20	33,5	Improve
26	NFH	40	76	36	47,5	Improve
27	HR	44	76	32	42	Improve
28	RS	48	76	28	37	Improve
29	WW.W	44	60	16	26,5	Improve
30	DEM	84	96	12	12,5	Improve
31	HMS	76	84	8	9,5	Improve
32	RNR	44	76	32	42	Improve
33	RM	44	76	32	42	Improve

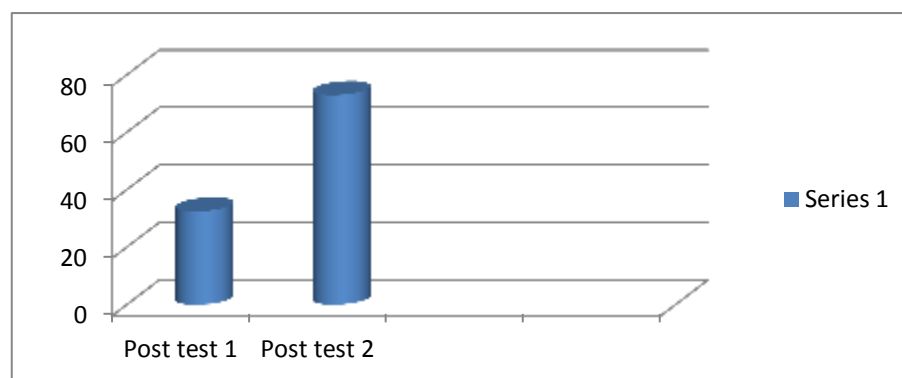
34	AR	76	80	4	5	Improve
35	WR	48	80	32	40	Improve
36	AZ	76	80	4	5	Improve
37	KNS	76	80	4	5	Improve
Total		2052	2788			Improve
Average		55,5	75,5			Improve

Table 21
Frequency distribution Speaking Performance in
Post test I and post- test II

No	Score	Post test I		Post test II		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 75	12	32,5%	27	73%	Passed
2	< 75	25	67,5%	10	27%	Failed
Total		37	100%	37	100%	

Graph 6

Percentages Completion of the Students'
Post – test I and Post – test II



From the table and the graph above, it could be seen that the percentage average of students' complete of post-test I score was 32,5% or 12 students' of the total students' passed the minimum score ≤ 75 and

67,5% or 25 students' did not passed the minimum score < 75 and in post test II score was 73% or 27 students' of the total students' passed the minimum score ≥ 75 and 27 or 10 students' did not pass the minimum < 75 at least 75. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 75. It indicated that the students' speaking performance was improved.

The result of cycle II was better than cycle 1. There was significant improvement in this cycle. The condition of the class was getting better than before, the students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred the students confident, bravest to present and express their idea to speak English.

C. Interpretation

1. The Learning Result Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' speaking performance before giving a treatment. In the pre-test, there were only 4 students (10,8%) who passed the pre-test and 33 students (89,2%) who failed the pre-test. Furthermore, in the pre-test the lowest score was 36 and the highest score was 84.

After doing the pre-test, the researcher gave the treatment to the students in cycle I. And then, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 12 students (32,5%) students' passed the post-test I. The lowest score was 36, the highest score was 84, and the average score was 55,4.

From the result of student's score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 49 and post-test I 55,4. Although there was improving of the students' achievement, cycle I was not successfully yet because only 12 students' (32,5%) who passed in post-test I. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

2. The Learning Result Cycle II

After analyzing the student's score in the post test of cycle I, the researcher had to conduct the next cycle because only 12 students' (32,5%) passed the test and got score ≥ 75 .

In the next cycle, the researcher gave post-test II. The researcher analyzed the result of post-test II and concluded that there were 27 students' (73%) passed the test because they got score ≥ 75 . In this post-test, the lowest score was 56, the highest score was 96, and the average score was 75%.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score

could be seen on the average score. The average score in the post-test I and post-test II were 55,5 and 75,5, then the increasing score was 11. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 4, 12 and 27 students. Because the achievement of students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Comparison of Score Pre-Test, Post-Test I and Post-Test II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students' in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II.

Table 22

Table of the Result of Students' Pre Test, Post Test I and Post Test II

No	Name	Students Result				
		Pre - Test	Post – test I	Post – test II	Improve	Category
1	YAS	52	60	76	16	Improve
2	ES	72	76	80	4	Improve
3	GSA	52	48	64	16	Improve
4	DA	40	60	76	16	Improve
5	VJ	68	76	80	4	Improve
6	NS	36	44	72	5	Improve
7	YDT	48	60	76	16	Improve
8	RAI	40	40	60	20	Improve
9	ANI	76	80	96	16	Improve
10	HKA	80	80	88	18	Improve
11	SKN	44	76	80	4	Improve
12	AF	36	40	60	20	Improve
13	SNA	40	44	80	36	Improve

14	MJ	36	40	60	20	Improve
15	ITA	40	36	76	40	Improve
16	UALA	36	40	76	36	Improve
17	RAI	36	40	80	40	Improve
18	YF	32	40	60	20	Improve
19	HAS	36	40	56	16	Improve
20	FFN	36	40	80	40	Improve
21	TAW	48	48	80	32	Improve
22	BPW	76	80	92	12	Improve
23	AP	68	76	76	0	Constant
24	IA	48	48	64	16	Improve
25	LF	32	40	60	20	Improve
26	NFH	40	40	76	36	Improve
27	HR	32	44	76	30	Improve
28	RS	48	48	76	28	Improve
29	WW.W	32	44	60	16	Improve
30	DEM	80	84	96	12	Improve
31	HMS	72	76	84	8	Improve
32	RNR	44	44	76	32	Improve
33	RM	56	44	76	32	Improve
34	AR	60	76	80	14	Improve
35	WR	32	48	80	32	Improve
36	AZ	52	76	80	14	Improve
37	KNS	60	76	80	14	Improve
Total		1816	2052	2788		
Average		49	55,5	75,5		

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 49 to 55,5 became 75,5. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

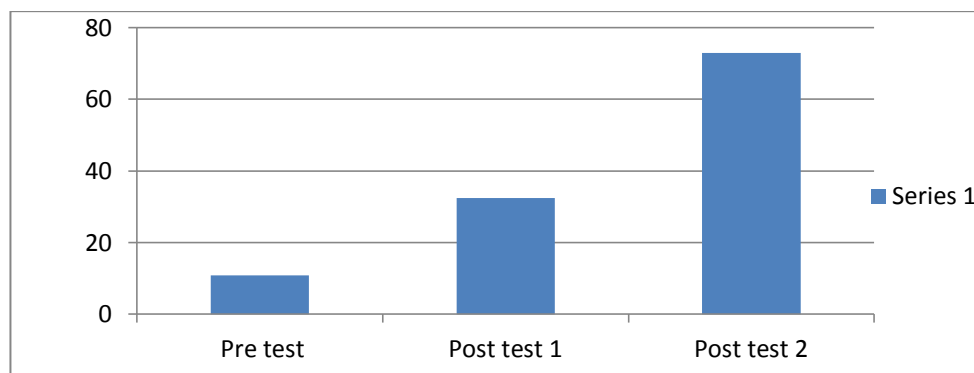
Based on and the data table 22 above, the researcher measured the frequency of the result of pre-test, post-test I and post-test II could be seen as follows

Table 22
Frequency distribution Speaking Performance in Pre-test
Post-test I and post-test II

No	Score	Pre-test		Post-test I		Post-test II		Category
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	≥ 75	4	10,8%	12	32,5%	27	73%	Passed
2	< 75	33	89,2%	25	67,5%	10	27%	Failed
Total		37	100%	37	100%	37	100%	

Graph 7

The Comparison of the Percentages of the Students Completion score at Pre test
Post test I and Post test II



Based on the graph above, it can be inferred that mini-drama as the technique could improve the students' speaking performance. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II. It could be seen from the percentage of the Students Completion score, 10,8% to 32,5% became 73%.

4. The Result of Students' Learning Activities in Cycle I and Cycle II

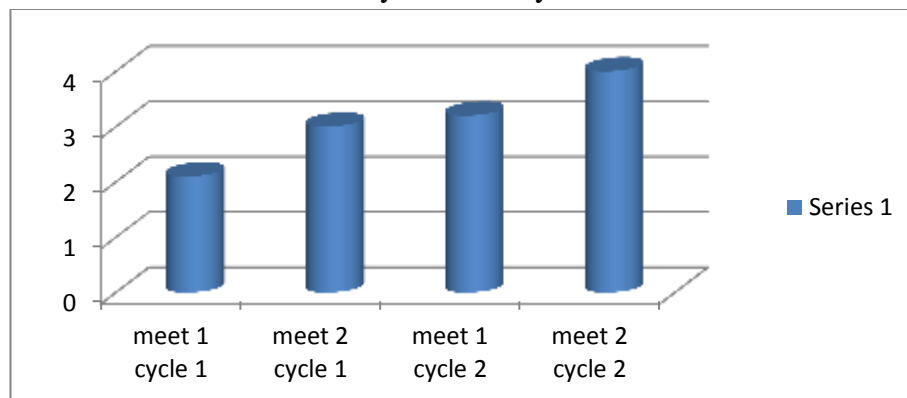
The data of the students' learning activities was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 23
The Result of Students' Activity in Cycle I and II

No	Name	Cycle 1		Cycle 2	
		Meet 1	Meet 2	Meet 1	Meet 2
1	YAS	2	3	3	4
2	ES	3	4	4	5
3	GSA	1	2	3	4
4	DA	2	3	3	5
5	VJ	3	4	4	5
6	NS	2	2	2	3
7	YDT	2	3	3	4
8	RAM	1	2	3	3
9	ANI	3	4	5	5
10	HKA	3	4	4	5
11	SKN	2	3	3	5
12	AF	1	2	2	3
13	SNA	2	3	3	4
14	MJ	2	2	3	3
15	ITA	2	2	3	4
16	UALA	2	3	4	5
17	RAI	2	3	3	4
18	YF	1	2	3	3
19	HAS	2	3	3	4
20	FFN	2	3	3	4
21	TAW	2	3	4	4
22	BPW	3	4	4	5
23	AP	3	4	4	4
24	IA	2	2	3	3
25	LF	2	1	2	3
26	NFH	2	3	3	5
27	HR	2	3	3	4
28	RS	2	3	3	4
29	WW.W	2	3	3	3
30	DEM	3	4	4	5
31	HMS	3	4	4	5
32	RNR	2	2	4	4

33	RM	3	3	3	3
34	AR	3	4	4	4
35	WR	2	2	2	4
36	AZ	2	4	4	4
37	KNS	2	3	3	4
Total		80	109	121	150
Average		2,1	3	3,2	4

Graph 8
The Comparison of Percentages Students' Activity in
Cycle I and Cycle II



Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 75 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusion that the use of mini-drama can be effective to improve Speaking Performance. The process in this technique made the students' become more active and enthusiastic during teaching learning process. In other word, the more practice in front of the students' can be easier to speak communicatively in front of class.

Then, there was significant improvement of student's learning result from pre-test to post-test II. It can be seen from the pre-test, the average score is 49 with the percentage of success is 10, 8%. In post-test I the average score is 55,5 with the percentage of success is 32, 5% and in post-test II the average score is 75,5 with the percentage of success is 73%.

At the end, it had become the proof that using mini-drama as the technique can be improve students' speaking performance. It can be seen from indicator of success, because of 73% or 27 of the total students already passed the criteria by the minimum $\geq 70\%$ score at least 75.

B. Suggestion

Based on the result of the research above, the researcher would like to give some suggestion as follow:

1. For the Students:
 - a. The students' suggested being more active in learning process especially English subject.
 - b. The students' should practice speaking in English as often as possible so that to give motivation to the students' to improve their ability in speaking performance through mini-drama.
 - c. The students' suggested increasing their speaking performance through mini-drama.
2. For English Teacher
 - a. The English teachers recommended choose and use various technique or strategy to teach English, especially to develop the student's speaking performance.
 - b. The English teacher should prepare some books to improve their knowledge especially in English subject.
3. For Headmaster
 - a. The headmaster is recommended to obtain the value of this research in order to improvestudents learning activity in English.
 - b. Try to apply in learning and teaching using mini-drama because it can influence the cognitive and effective of students' till increasing of students' achievement.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAN I Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 4 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia dan keberadaannya.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

C. Indikator Pencapaian Kompetensi

1. Megidentifikasi karakteristik dari teks analytical exposition.
2. Menjelaskan format dari teks analytical exposition.
3. Menjelaskan kegunaan dari teks analytical exposition.
4. Menceritakan kembali informasi yang di dapat dari membaca teks analytical exposition.
5. Menjawab pertanyaan yang berkenaan dengan teks analytical exposition yang dibaca.

D. Tujuan Pembelajaran

Melalui contoh, peserta didik dapat mengidentifikasi karakteristik, format, dan kegunaan dari teks analytical exposition.

E. Materi Pembelajaran

Teks analytical exposition

Analytical Exposition is kind of text which consist into the kinds Argument.

1. The Purpose of Analytical Exposition:

To persuade by presenting argument

To analyze or explain 'how' and 'why'

2. The generic structure of Analytical Exposition
 - a. Thesis
 - b. Argumentation
 - c. Re-iteration (Conclusion)
3. Language Features of Analytical Exposition
 - The use of Emotive word (Menggunakan kata Emotif)
ex: alarmed (cemas), worried (khawatir)
 - The use “words that qualify statement”
kata yg memenuhi syarat pernyataan.
Ex: usual (biasa) , probably (mungkin)
 - The use ‘words that link argument
Menggunakan kata yang menggunakan argument
(firstly, however, on the other hand, therefore)
 - The use of the present tense
 - The use of compound and complex sentences

F. Model/Metode Pembelajaran

1. Pendekatan: *scientific*
2. Strategi: *observe – practice*.
3. Metode: *Inquiry/Experiential learning*.

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama. • Guru dapat menggunakan kalimat “<i>Good morning, students</i>”. • Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/</i> 	15menit

	<p><i>Sir/Mam”.</i></p> <ul style="list-style-type: none"> • Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. • Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. 	
Inti	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Guru menjelaskan mengenai hal-hal yang berkaitan dengan teks analytical exposition (karakteristik, format, maupun kegunaannya). <p><u>Communicating</u></p> <ul style="list-style-type: none"> • Peserta didik mengidentifikasi karakter dari teks analytical exposition. • Peserta didik menjelaskan format dari teks analytical exposition. • Peserta didik belajar memahami fungsi dari teks analytical exposition. <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • Dalam bagian ini, guru memberikan contoh teks analytical exposition. • Setelah menjelaskan tentang jenis teks analytical exposition, guru memberikan pelatihan sederhana. Bisa dalam bentuk menuliskan struktur dari teks analytical exposition maupun menyusun paragraf acak menjadi sebuah teks analytical exposition yang baik. 	<p>45 menit</p> <p>50 menit</p> <p>50 menit</p>
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada 	20 menit

	<p>pertemuan ini, peserta didik ditanya bagaimana perasaan mereka (REFLEKSI).</p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik pembahasan . Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. • Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian proyek. 	
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H. Penilaian

	Jenis	Bentuk	Instrumen/Aktivitas
1.	Penugasan	Kegiatan Bersama	Pengamatan, observasi, dan aktivitas lainnya.
		Kegiatan Mandiri	Pengamatan, observasi, dan aktivitas lainnya.
		Kegiatan Eksplorasi	Pengamatan,observasi,kajianpustaka,danaktivi tas lainnya.
2.	Pelatihan	Latihan	Pilihan ganda dan bentuk lainnya.

➤ Bentuk instrumen

1. Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
2. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungannya.
 - a. Rubrik Percakapan (speaking rubric assesment)

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan	Ada masalah dalam pengucapan sehingga	Sulit dimengerti karena ada masalah	Hampir selalu keluar dalam

	aksen tertentu	membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	dalam pelafalan dan frekuensinya sering.	pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog

	sesuai			
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Pemahaman (Comprehension)	Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan.	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara Penilaian Percakapan:

No	Nama	Perolehan Skor					Jumlah skor
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	Kriteria ke-5	
1.	Nea B.	4	3	3	2	4	16

2.	Oktavi Dewi	3	3	3	3	3	15
3.	Giyah Murtini	3	4	4	3	3	17
....	

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maksimal/ideal

b. Rubrik Penilaian Menulis (writing rubric assesment)

No	Criteria to be assessed	Low performance	Good Performance	Very Good Performance	Score
1.	Text Organization	Doesn't use the correct text organization	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	
4.	Vocabulary	Basic	Developed	Purposefully	

		Vocabulary, less precise	vocabulary	chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization , punctuation, and spelling	
6.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline	Write quite neatly, quite clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
Total score					
Final Score = Total score : 6					

c. Penilaian Sikap Melalui Observasi

1. Lembar Pengamatan Sikap pada Kegiatan Membaca

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Ketertiban selama kegiatan		
2.	Keseriusan selama kegiatan		
3.	Tanggung jawab dalam melaksanakan tugas		

2. Lembar Pengamatan Sikap pada Kegiatan Diskusi

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Partisipasi dalam diskusi		
2.	Rasa percaya diri dalam mengemukakan pendapat		
3.	Saling menghormati dan menghargai		
4.	Tanggung jawab dalam menyelesaikan tugas		

3. Lembar Pengamatan Sikap pada Kegiatan Kerja Kelompok

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Kerja sama		
2.	Ketertiban		
3.	Tanggung jawab		
4.	Kepedulian		

Metro,th2017

Guru Bahasa Inggris

Mahasiswa peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah	: MAN 1 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/2
Materi Pokok	: Menyatakan pendapat dan pikiran serta responnya (asking and giving opinion)
Alokasi Waktu	: 2 x 2 JP (180 menit)

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- KD 1 : 1.1 Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa

Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasi Internasional.

- KD 2 :
- 2.1 Mengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
 - 2.2 Mengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
 - 2.3 Mengimplementasikan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- KD 3 :
- 3.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Indikator Kompetensi Inti:

- 1.1.1 Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.
- 2.2.1 Bertanggung jawab terhadap tugas yang diberikan.
- 2.2.2 Mengakui kesalahan yang diperbuat.
- 2.2.3 Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

Pertemuan 1 (2 JP)

- 3.2.1 Mengidentifikasi teks interaksi interpersonal, lisan dan tulis, sederhana, memberi pendapat dan pikiran, serta responnya sesuai dengan konteks penggunaannya.
- 3.2.2 Menyebutkan fungsi sosial tentang ungkapan memberi pendapat atau pikiran, serta responnya sesuai dengan konteks penggunaannya.
- 3.2.3 Membedakan ungkapan-ungkapan tentang memberi pendapat dan pikiran serta responnya sesuai dengan konteks penggunaannya.

Pertemuan 2 (2 JP)

- 4.3.1 Membuat percakapan tertulis untuk menjabarkan, menanya, dan merespon tindakan dalam memberikan pendapat dan pikiran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.3.2 Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi pendapat dan pikiran, serta responnya, sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran :

(Sikap Spiritual)

1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.4. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

2.1.1. Siswa dapat menunjukan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.1.2. Siswa dapat menunjukan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

3.3.1. Siswa dapat mengidentifikasi ungkapan menyatakan dan pikiran serta responnya

3.3.2. Siswa dapat menirukan model interaksi menyatakan pendapat dan pikiran

3.3.3. Siswa dapat mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran

serta responnya (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.3.4. Siswa dapat membandingkan berbagai ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia.

3.3.5. Siswa dapat mengidentifikasi model percakapan tentang menyatakan pendapat

dan pikiran serta responnya

3.3.6. Siswa dapat menemukan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari dengan yang ada di berbagai sumber lain.

(Penerapan)

4.4.1 Siswa dapat menyusun percakapan menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks simulasi, role play, dan kegiatan lain yang terstruktur.

4.4.2. Siswa dapat menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya didalam dan di luar kelas.

E. Materi Pembelajaran

Teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat,

a. Fungsi sosial

- Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Menyampaikan pendapat dan merespon pendapat setuju dan tidak setuju.

b. Struktur text

1. Pendapat (opinions)

Opinions

Asking opinion	Giving opinion
What do you think?	Well, I think....
What's your opinion about?	In my opinion I think....
How do you feel about?	Feel that we should....
What's your reaction to that?	My reaction is that we should.....
Any comments, john?	May I make a comment on that?

2. Unsur Kebahasaan : Ucapan, tekanan kata, intonasi.

F. Kegiatan Pembelajaran

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10 Menit
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan gambar yang menunjukkan situasi keluarga (hubungan ayah dan anak laki-laki serta ibu dan anak perempuan) dan memberikan pertanyaan terkait dengan gambar	Melihat gambar yang menunjukkan situasi keluarga (hubungan ayah dan anak laki-laki serta ibu dan anak perempuan) dan memberikan jawaban dari pertanyaan guru	15 Menit
- Meminta siswa mendengarkan dialog dengan ungkapan menyatakan pendapat dan pikiran serta responnya	- siswa mendengarkan dialog dengan ungkapan menyatakan pendapat dan pikiran serta responnya	
- meminta siswa untuk menirukan pengucapan	- menirukan pengucapan ungkapan menyatakan	

ungkapan menyatakan pendapat dan pikiran serta responnya	pendapat dan pikiran serta responnya	
- meminta siswa mengidentifikasi bagian dialog yang merupakan pendapat dan pikiran serta responnya	- mengidentifikasi bagian dialog yang merupakan pendapat dan pikiran serta responnya	
- meminta siswa menjawab pertanyaan yang berhubungan dengan dialog sebelumnya	- menjawab pertanyaan yang berhubungan dengan dialog sebelumnya	

b. Mempertanyakan (Questioning)

- Memberikan kesempatan untuk melakukan diskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia.	- Berdiskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia	10 Menit
- Meminta siswa untuk berdiskusi tentang <i>suggestion box</i> yang ada di sekolah	- berdiskusi tentang <i>suggestion box</i> yang ada di sekolah	
- memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di <i>suggestion box</i> sekolah	- melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di <i>suggestion box</i> sekolah	

c. Mengeksplorasi (Exploring)

- Meminta siswa berpasangan membaca teks tentang fasilitas	- berpasangan membaca dialog tentang asilitas	10 Menit
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sekolah Palmetto Senior High school	sekolah Palmetto Senior High school	
- memberi kesempatan siswa untuk menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Highschool dan sekolah mereka sendiri	- menyatakan pendapat mereka tentang fasilitas sekolah Palmetto Highschool dan sekolah mereka sendiri	
d. Mengasosiasi (Associating)		
- memberi siswa kesempatan menganalisa berbagai model ungkapan menyatakan pendapat dan pikiran serta responnya yang didapat dari berbagai sumber (Koran atau internet)	- Menganalisa berbagai model ungkapan menyatakan pendapat dan pikiran serta responnya	15 Menit
- Meminta siswa mengidentifikasi berbagai macam ungkapan menyatakan pendapat dan pikiran serta responnya dengan tepat	- mengidentifikasi berbagai macam ungkapan menyatakan pendapat dan pikiran serta responnya dengan tepat	
- Meminta siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya) dalam bahasa Inggris dan bahasa Indonesia	- membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya di latihan sebelumnya dalam bahasa Inggris dan bahasa Indonesia	
e. Mengkonunikasikan (Communicating)		
- Meminta siswa berpasangan melengkapi dialog tentang menyatakan pendapat dan	- berpasangan melengkapi dialog tentang menyatakan pendapat dan pikiran serta	20 Menit

pikiran serta responnya	responnya	
- meminta siswa berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya dan menunjukkannya dalam role play sederhana	- berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya dan menunjukkannya dalam role play sederhana	
- memberi masukan baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	

3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10 Menit
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	

- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan 2

1) **Kegiatan Pendahuluan**

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10 Menit
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya	
- melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya	- menjawab pertanyaan guru	

2) **Kegiatan Inti**

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan memperlihatkan video	Melihat video tentang cara menyatakan pendapat dan pikiran serta responnya	15Menit

tentang cara menyatakan pendapat dan pikiran serta responnya		
- Meminta siswa mengidentifikasi ungkapan yang digunakan dalam menyatakan pendapat dan pikiran serta responnya dalam video yang digunakan	- mengidentifikasi ungkapan yang digunakan dalam menyatakan pendapat dan pikiran serta responnya dalam video yang digunakan	
- meminta siswa untuk menirukan pengucapan ungkapan menyatakan pendapat dan pikiran serta responnya	- menirukan pengucapan ungkapan menyatakan pendapat dan pikiran serta responnya	

b. Mempertanyakan (Questioning)

- Memberikan kesempatan untuk mendengarkan dialog tentang pendapat dan pikiran tentang “Ladybug café” dan melengkapi jawaban pada pertanyaan tentang dialog tersebut	- mendengarkan dialog tentang pendapat dan pikiran tentang “Ladybug café” dan melengkapi jawaban pada pertanyaan	10 Menit
- Meminta siswa untuk mencari berdiskusi mengenai jawaban masing-masing	- berdiskusi mengenai jawaban masing-masing	
- memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering harus di utamakan berikut alasannya	- melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering harus di utamakan berikut alasannya	

c. Mengeksplorasi (Exploring)		
- Meminta siswa berpasangan menemukan brosur mengenai fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	- berpasangan mencari brosur mengenai fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	10 Menit
- memberi kesempatan siswa untuk berlatih menyatakan pendapat mereka tentang fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	- berlatih menyatakan pendapat mereka tentang fasilitas yang terdapat di café/restaurant yang pernah mereka kunjungi	
d. Mengasosiasi (Associating)		
- memberi siswa kesempatan membandingkan pendapat mengenai café/restaurant yang disusun sebelumnya secara berpasangan	- membandingkan pendapat yang disusun sebelumnya secara berpasangan	15 Menit
- meminta siswa untuk saling memberikan respon positif dan negatif mengenai pendapatnya	- saling memberikan respon positif dan negatif mengenai pendapatnya	
e. Mengkonunikasikan (Communicating)		
- Meminta siswa secara mandiri menuliskan pendapat mengenai pelayanan atau fasilitas tempat umum tertentu	- menuliskan pendapat mengenai pelayanan atau fasilitas tempat umum tertentu	20Menit
- meminta siswa melaporkan hasil penulisan pendapatnya	- melaporkan hasil penulisan pendapatnya	

- memberi kesempatan siswa lain untuk berkomentar dan memberikan masukan mengenai pendapat siswa yang bersangkutan	- memberikan masukan mengenai pendapat siswa yang bersangkutan	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri (<i>learning journal</i>).	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri (<i>learning journal</i>).	

3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10Menit
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	

- memberi masukan baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

G. Penilaian, Pembelajaran Remedial dan Pengayaan

➤ Jenis/Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis
- Keterampilan: Menyimak, diskusi kelompok, studi pustaka, role-play, penugasan individu dan kelompok.

➤ Bentuk instrumen

3. Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
4. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

d. Rubrik Percakapan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronouncing)	Lafal dapat difahami meskipun dengan	Ada masalah dalam pengucapan sehingga	Sulit dimengerti karena ada masalah	Hampir selalu kelur dalam

	aksen tertentu	membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman	dalam pelafalan dan frekuensinya sering.	pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas.	Menggunakan kosakata yang salah sehingga tidak dapat difahami.	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog

	sesuai			
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Pemahaman (Comprehension)	Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan.	Tidak dapat difahami bahkan dalam bentuk dialog yang singkat sekalipun

Rumus perhitungan nilai siswa, sebagai berikut :
Jumlah skor yang diperoleh siswa x 100

Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan ke-5
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= $4 \times 5 = 20$

Sehingga perhitungan nilai akhir siswa adalah :

1. Nea B.: $\underline{16} \times 100 = 80$ 2. Oktavi Dewi : $\underline{15} \times 100 = 75$

20

e. Rubrik Penilaian Proyek

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Orisinalitas ide	Ide ditentukan sendiri dengan mandiri.	Ide dirumuskan dengan adanya masukan dari guru atau pihak lain.	Ide dirumuskan dengan bantuan guru atau pihak lain	Ide diberikan oleh guru atau pihak lain.
Kreatifitas	Kreatifitas dalam membuat proyek sangat menonjol dengan adanya komposisi warna, garis, bentuk, dan	Kreatifitas cukup dengan adanya variasi warna, garis, dan bentuk, namun tampilan kurang menarik, sedangkan isi dan tujuan	Kreatifitas kurang sehingga tampilan kurang menarik, isi dan tujuan proyek masih sesuai dengan ketentuan yang ditetapkan	Baik kreatifitas maupun isi dan tujuan proyek tidak sesuai dengan yang

	ornamen-ornamen yang menarik dan variatif, tanpa mengganggu isi dan tujuan pembuatan proyek	proyek sudah sesuai dengan ketentuan yang ditetapkan		telah ditetapkan
Waktu penyelesaian proyek	Proyek diselesaikan sesuai dengan target waktu yang diberikan	Proyek diselesaikan dengan sedikit tambahan waktu, namun tidak melebihi hari yang ditetapkan	Proyek diselesaikan dengan tambahan waktu maksimum 1 hari	Proyek tidak selesai meskipun sudah diberikan tambahan waktu 1 hari.
Kesesuaian proyek dengan permintaan tugas	Proyek memenuhi semua ketentuan yang ditetapkan	Ada sebagian kecil ketentuan tidak terpenuhi	Sebagian besar ketentuan tidak terpenuhi	Proyek tidak sesuai dengan ketentuan sama sekali.

No.	Kelompok	Perolehan Skor				Jumlah skor perolehan
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	
1.	Kelompok 1	3	3	3	4	12
2.	Kelompok 2	4	3	3	4	14
3.	Kelompok 3	3	4	4	3	14
....	

Rumus perhitungan nilai kelompok, sebagai berikut :

$\frac{\text{Jumlah skor yang diperoleh kelompok}}{\text{Skor maksimal/ideal}} \times 100 \%$

Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh kelompok adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan ke-5
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal = $4 \times 4 = 16$

Sehingga perhitungan nilai akhir kelompok adalah :

Kelompok 1 : $\frac{12}{16} \times 100 \% = 75$

2. Kelompok 2: $\frac{14}{16} \times 100 \% = 87,5$

16

5. Penilaian Sikap Melalui Observasi

a. Lembar Pengamatan Sikap pada Kegiatan Membaca

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Ketertiban selama kegiatan		
2.	Keseriusan selama kegiatan		
3.	Tanggung jawab dalam melaksanakan tugas		

b. Lembar Pengamatan Sikap pada Kegiatan Diskusi

No.	Sikap yang diamati	Terlihat (√)	Tidak terlihat (√)
1.	Partisipasi dalam diskusi		
2.	Rasa percaya diri dalam mengemukakan pendapat		
3.	Saling menghormati dan menghargai		
4.	Tanggung jawab dalam menyelesaikan tugas		

G. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat : LCD, Papan Tulis, Work Sheet, Speaker.
2. Bahan : Ppt, Video, Teks
3. Sumber :

Belajar

- a. Buku *bahasa inggris* terbitan *Intan Pariwara grade XI*
- b. Buku *Pathway to English for senior high School Grade XI General Programme.*

Metro, April 25th201

Guru Bahasa Inggris

Mahasiswa peneliti

M. Darajat, S.Pd, M.Pd
NIP 198005172005011002

Hilaliyah
St.N 1292097

Mengetahui
Kepala MAN I Metro

Antoni Iswantoro, M.Ed.
NIP 197406171998031001

PRE- TEST

Name :

Student Number :

Class :

Direction : Make a simple dialog and perform in front of the class or answer teacher question.

example

(morning in the school)

Andi : Good morning Nita?

Nita : Good morning Andi, everything is ok?

Andi : Not at all.

Nita : Why?
Is there something happen?

Andi : I am not doing my homework!

Nita : what did you do last night?

Barok : Hi.... guys?

Why do you look so serious?

Nita : Hello Barok, really....really this is serious!

Barok : Slow down guys, it still morning you know.

Andi : Barok...I am in dangerous, because I am doing my homework.

Barok : what!!!

Seriously?

Nita : Yes!

Barok: Oh my God,,,, Andi this is my suggestion, if you do not like any trouble in English lesson it is better you to do your homework now. You still have a time,even it is just 10 minutes.

Andi : Thanks for your suggestion, Barok!.

(the bell is ringing and they come to the class)

POST-TEST STUDENT SPEAKING PERFORMANCE

Subject : English (Speaking)

Class : XI

Instruction:

- 1. Make a group into five groups.**
- 2. Perform with your group in front of the class**

THE KING AND HIS DAUGHTER

Once there lived a king in a certain country. He had three daughters, he loved them very much. One day he decided to know how much they loved him in return. He ask to his sernant to call them.

King : Bring me all the princes, please!

Servant : With my honor your majesty.

Excuse me; all the princes have to come to the king now.

Sherefina : We will come after!

After a minute all the princes come to the king and the king said,

King : “I know you have great love for me, but I want to know something more (and he ask to the eldest) what is your love for me like?

Eldes princes : Sweet father, it is like sugar!

King : That really sweet darling, how about you? (He ask to second princes)

Second princes : My dear father, my love is like honey!

(The king overjoyed to hear that. last of all, he put the same question to youngest and she replied)

Youngest : Dear father, my love for you is like salt.

The king was surprised with her answer and this made him very angry, and banished her at once. She took refuge in a jungle. There she made a prince who took her to his country, and married her.

Prince : Hi.....! Who is there?

Guide : Your majesty, don't stay closer to her. Because, she looks dangerous!!!

Prince : Stop talking nonsense! Don't you look her condition, she is only silly

girl. Hi.... answer me, please.

Princes : My name is Ayesha, I am a princess from sky castle. I am have been

Banishing by my father because of my words, I said that my love for him a like salt. The king banished me without listen my reason.

Prince : Ok! For your safety, you may follow me come back to my castle.

After some time, her father paid a friendly visit to that country. She prepared for him lot of dishes with sugar and honey. But he did not eat much. Last of all she sent him a dish of meat and a vegetable. The king was enjoyed it very much because there was salt in it. Then she threw off her veil and said, "My dear father, my love for you is like salt".

At the end, the king felt the mistake he had made in her case and embraced her with great love and affection.

Vocabulary:

Take refuge : berlindung, menyelamatkan diri, berdiam

Throw off : membuang, mencopot, melepas

Certain : convinced/ sure

Affection : cinta, sayang

The Result of Students' Post Test 1 and Post Test 2

Location : MAN I Metro

Class : XI

No	Name	Students Result				
		Post – Test 1	Post – test II	Improve	Percentage %	Category
1	YAS	60	76	16	21	Improve
2	ES	76	80	14	17,5	Improve
3	GSA	48	64	16	25	Improve
4	DA	60	76	16	21	Improve
5	VJ	76	80	14	17,5	Improve
6	NS	44	72	28	39	Improve
7	YDT	60	76	16	21	Improve
8	RAM	40	60	20	33,5	Improve
9	ANI	80	96	16	16,5	Improve
10	HKA	80	88	8	9	Improve
11	SKN	76	80	4	4,5	Improve
12	AF	40	60	20	33,5	Improve
13	SNA	44	80	36	45	Improve
14	MJ	40	60	20	33,5	Improve
15	ITA	36	76	40	52,5	Improve
16	UALA	40	76	36	47,5	Improve
17	RAI	40	80	40	50	Improve
18	YF	40	60	20	33,5	Improve
19	HAS	40	56	16	28,5	Improve
20	FFN	40	80	40	50	Improve
21	TAW	48	80	32	40	Improve
22	BPW	80	92	12	13	Improve
23	AP	76	76	0	0	Constant
24	IA	48	64	16	25	Improve
25	LF	40	60	20	33,5	Improve
26	NFH	40	76	36	47,5	Improve
27	HR	44	76	32	42	Improve
28	RS	48	76	28	37	Improve
29	WW.W	44	60	16	26,5	Improve
30	DEM	84	96	12	12,5	Improve
31	HMS	76	84	8	9,5	Improve
32	RNR	44	76	32	42	Improve
33	RM	44	76	32	42	Improve
34	AR	76	80	4	5	Improve
35	WR	48	80	32	40	Improve
36	AZ	76	80	4	5	Improve
37	KNS	76	80	4	5	Improve
Total		2052	2788			Improve
Average		55,5	75,5			Improve



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Telp. (0725) 41507 Fax. (0725) 47296
Email: stainjusi@stainmetro.ac.id website: www.stainmetro.ac.id Kota Metro Lampung 34111

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) Berkas
Perihal : **Pengajuan Proposal Seminar**

Kepada Yth,
Ketua Jurusan Tarbiyah
STAIN Jurai Siwo Metro
Di
Tempat

Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang disusun oleh:

Nama : HILALIYAH
NPM : 1292047
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **USING OF MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE STUDENTS' AT THE ELEVENTH GRADER OF MAN I METRO ACADEMIC YEAR 2016/2017**

Sudah kami setuju dan dapat diajukan untuk diseminarkan.
Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Metro, Desember 2016

Pembimbing I

Pembimbing II

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
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Email: stainjusi@stainmetro.ac.id website: www.stainmetro.ac.id Kotz Metro Lampung 34111

NOTA DINAS

Nomor	:		Metro, December 2016
Appendix	:		
Perihal	:	In Order to Hold the Seminar of Hilaliyah	To: The Honorable, The Head of Tarbiyah Department of State Islamic college (STAIN) Jurai Siwo Metro

Assalamu'alaikum Wr. Wb


We have given guidance and enough improvement to the undergraduate thesis script which is written by::

Name : HILALIYAH
Student Number : 1292047
Title : USING OF MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE STUDENTS' AT THE ELEVENTH GRADER OF MAN I METRO ACADEMIC YEAR 2016/2017

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Seminar. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor


Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001

Metro, December 2016

Co-Sponsor


Trisna Dinillah Harva, M.Pd
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
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APPROVAL PAGE

The Title : USING OF MINI-DRAMA TO IMPROVE SPEAKING
PERFORMANCE AMONG THE STUDENTS' AT THE
ELEVENTH GRADER OF MAN I METRO
ACADEMIC YEAR 2016/2017

Name : HILALIYAH

Student's Number : 1292047

Study Program : English Education

Department : Tarbiyah

APPROVED BY:

To be discussed in the Proposal Seminar in Tarbiyah Department of State Islamic
College (STAIN) of Jurai Siwo Metro.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, December 2016

Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.,
Ketua STAIN Jurai Siwo Metro
di-
Metro

Assalamu'alaikum W. W.

Saya yang bertanda tangan di bawah ini:

Nama : HILALIYAH
NPM : 1292097
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (SI) (PBI)
Semester : 10 (Sepuluh)
IPK Sementara : 3,47 (Tiga Koma Empat Tujuh)
Alamat Tempat Tinggal : Adirejo, Dusun 1 RW 01/ RT 02, Jabung
HP. 085788529851

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : USING MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MAN 1 METRO ACADEMIC YEAR 2016/2017
Tempat Research : MAN 1 METRO

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Foto Copy KTM
2. Foto Copy Slip Pembayaran SPP terakhir
3. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
4. Asli Pengesahan Proposal
5. Asli Surat Bimbingan Skripsi yang dikeluarkan Jurusan
6. Asli Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk SI), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum W. W.

Metro, 31 Januari 2017
Pendaftar,



HILALIYAH
NPM 1292097



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH**

Jl. KH. Dewantara 15 A Kota Metro Telp. (0725) 41507

Nomor : St.06/JST/PP.00.9/0287/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Metro, 01 Februari 2017

Kepada Yth:

1. Sdr. Dr. Mahrus As'ad, M.Ag
 2. Sdri. Trisna Dini'llah Harya, M.Pd.
- Dosen Pembimbing Skripsi
Di -
Tempat

Assalamu alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Hilaliyah
NPM : 1292097
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - a. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh STAIN Jurai Siwo Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Assalamu alaikum Wr. Wb.

Ketua Jurusan Tarbiyah

Dr. A. H. M. Pd.
NIP. 19640820000320054



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH

Sekretariat : Jl. Ki. Hajar Dewantara 15 A Metro, Telp (0725) 41507

Nomor : Sti.13/JST/PP.00.9/509/2016 Metro, 10 Februari 2016
Lamp :-
Hal : IZIN PRA SURVEY

Kepada Yth.,
Kepala Sekolah MAN 1 Metro
Di -
Tempat:

Assalamu'alaikum Wr. Wb

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Hilaliyah
NPM : 1292097
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Use Of Mimi Drama to Improve The Speaking Performance Among The Students at Eleventh Grades Of Boarding School MAN 1 Metro

Untuk melakukan PRA SURVEY di MAN 1 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan,

Drs. Akla, M.Pd
NIP. 19691008 200003 2005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA METRO
MADRASAH ALIYAH NEGERI 1

Jl. Ki Hajar Dewantara No.110 Kampus 15A Telp/Fax (0725) 45963
Website : www.man1metro.sch.id Facebook : MAN 1 Metro Lampung



SURAT KETERANGAN

Nomor : B-618/Ma.08.01/PP.00.6/11/2016

Berdasarkan Surat Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro Nomor :
Sti.13/JST/PP.00.9/509/2016 tanggal 10 Februari 2016 dengan ini Kepala Madrasah Aliyah
Negeri (MAN) 1 Metro menerangkan bahwa :

Nama : HILALIYAH
NPM : 1292097
Program Studi : Pendidikan Bahasa Inggris

Telah mengadakan Pra Survey di MAN 1 Metro dalam rangka menyelesaikan tugas akhir dengan
judul *"THE USE OF MINI DRAMA TO IMPROVE THE SPEAKING PERFORMANCE
AMONG THE STUDENTS AT ELEVENTH GRADERS OF BOARDING SCHOOL MAN 1
METRO"*.

Demikian untuk dapat dipergunakan sebagaimana mestinya.

21 November 2016
Kepala,

Anisni Iswantoro



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki Hajar Dewantara Kampus 15 A Pengmulya Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507 Faksimili (0725) 47296
Website: www.metroiniv.ac.id e-mail: adminmetro@metroiniv.ac.id

SURAT TUGAS

Nomor: B-0983/In.28/R/TL.01/02/2017

Rektor Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama : HILALIYAH
NPM : 1292097
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

- Untuk :
1. Mengadakan observasi/survey di MAN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MAN 1 METRO ACADEMIC YEAR 2016/2017".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di Metro
Pada Tanggal 22 Februari 2017

Mengetahui,
Pejabat Setempat

Antoni Iswanto, M.Ed
NIP. 197406171998031001

Rektor
Wakil Rektor Bidang Akademik

Husni Fatarib, Ph.D
NIP. 197401041999031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki Hajar Dewantara Kampus 15 A Jlingmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

Nomor : B-0984/In.28/R/TL.00/02/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.
Kepala MAN 1 METRO
di-
Tempat:

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0983/In.28/R/TL.01/02/2017, tanggal 22 Februari 2017 atas nama saudara:

Nama : **HILALIYAH**
NPM : 1292097
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 METRO dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MAN 1 METRO ACADEMIC YEAR 2015/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2017
Rektor
Wakil Rektor Bidang Akademik
Husnul Fatarib, Ph.D
NIP. 197401041999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA METRO
MADRASAH ALIYAH NEGERI 1

Jl. Ki Hajar Dewantara No. 110 Kampus 15A Telp/Fax (0725) 45963
Website : www.man1metro.sch.id Facebook : MAN 1 Metro Lampung



SURAT KETERANGAN

Nomor : B-497/Ma.08.01/PP.00.6/08/2017

Berdasarkan Surat Rektor Intitut Agama Islam Negeri (IAIN) Metro nomor : B-0984/In.28/R/TL.00/02/2017 tanggal 22 Februari 2017 dengan ini, Kepala Madrasah Aliyah Negeri (MAN) 1 Metro menerangkan bahwa :

Nama : HILALIYAH
NPM : 1292097
Program Studi : Tadris Bahasa Inggris (S1)

Telah mengadakan penelitian di MAN 1 Metro dalam rangka menyelesaikan tugas akhir/skripsi dengan judul "USING MINI-DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MAN 1 METRO IN ACADEMIC YEAR 2016/2017".

Demikian untuk dapat dipergunakan sebagaimana mestinya.

30 Agustus 2017
Kepala,

Iswantoro

SURAT KETERANGAN

Ka. Prodi Tadris Bahasa Inggris, menerangkan bahwa:

Nama : *HILALIYAH*

NPM : *202097*

Jurusan : *TARBIYAH*

Prodi : *TBI*

Angkatan : *2012*

Telah menyerahkan buku berjudul *teaching reading comprehension to student with learning Difficulties*.

Melevi, 2017

Ketua Jurusan (TBI)



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-602/In.28/S/OT.01/06/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: HILALIYAH
NPM	: 1292097
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 1292097.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Juni 2017
Kepala Perpustakaan


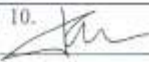
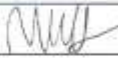





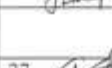








Drs. Mokhtarudin Sudin, M.Pd.
NIP. 195808311981031001

ATTENDANCE LIST OF PRE- TEST CLASS

Class :

Date :

NO.	NAME	SIGNATURE
1	Yoga Agus Subekti	1. 
2	Elpia Siswanti	2. 
3	Guntur S. Ali	3. 
4	Dewi Anjani	4. 
5	Veni Julianto	5. 
6	Nadira Safira	6. 
7	Yudistiro	7. 
8	Rafika Anisa Mukhtar	8. 
9	Ajeng Nurul Ikhwana	9. 
10	Habib Khairul Afendi	10. 
11	Septi Kurnia Ningrum	11. 
12	Abdilah Fikria	12. 
13	Sofia Nur Afifa	13. 
14	Miftahul Jannah	14. 
15	Isti Tia Anggraini	15. 
16	Umi Ayu lutfia A.R	16. 
17	Rizki Alfia Indriani	17. 
18	Yola Feby	18. 

19	Hesti Asma Safira	19. 
20	Fitria Farha Nita	20. 
21	Try Adi Wibowo	21. 
22	Bangkit Pandu Wiguna	22. 
23	Arisu Putri	23. 
24	Isna Anisa	24. 
25	Lu'lu' Fauzi	25. 
26	Nada Fajri Hanifa	26. 
27	Hanna Riza	27. 
28	Rizki Sabilah	28. 
29	WiwinWulandari	29. 
30	Dea Enyne . M	30. 
31	Hani Mar'atus. S	31. 
32	Ririn Rahmawati	32. 
33	Refina Meliani	33. 
34	Abdillah Rifki	34. 
35	Wulan Fadilah	35. 
36	Ahmad Zidan	36. 
37	Kiki Novita Sari	37. 

Teacher



M. Darajat, M.Pd
NIP.19800517 2005 011 002

Researcher



Hilalivah
St.N. 1292097

ATTENDANCE LIST OF CLASS POST- TEST I

Class :

Date :

NO.	NAME	SIGNATURE
1	Yoga Agus Subekti	1. 
2	Elpia Siswanti	2. 
3	Guntur S. Ali	3. 
4	Dewi Anjani	4. 
5	Veni Julianto	5. 
6	Nadia Safira	6. 
7	Yudistiro	7. 
8	Rafika Anisa Mukhtar	8. 
9	Ajeng Nurul Ikhwana	9. 
10	Habib Khairul Afendi	10. 
11	Septi Kurnia Ningram	11. 
12	Abdilah Fikria	12. 
13	Sofia Nur Afifa	13. 
14	Miftahul Jannah	14. 
15	Isti Tina Anggraini	15. 
16	Umi Ayu lutfia A.R	16. 
17	Rizki Alfa Indriani	17. 
18	Yola Feby	18. 
19	Hesti Asma Safira	19. 
20	Fitria Farha Nita	20. 

21	Try Adi Wibowo	21. 
22	Bangkit Pandu Wiguna	22. 
23	Arisa Putri	23. 
24	Isna Anisa	24. 
25	Lu'lu' Fauzi	25. 
26	Nada Fajri Hanifa	26. 
27	Hanna Riza	27. 
28	Rizki Sabilah	28. 
29	WiwinWulandari	29. 
30	Dea Enyne . M	30. 
31	Hani Mar'atus. S	31. 
32	Ririn Rahmawati	32. 
33	Refina Melliani	33. 
34	Abdillah Rifki	34. 
35	Wulan Fadilah	35. 
36	Ahmad Zidan	36. 
37	Kiki Novita Sari	37. 

Teacher



M. Darajat, M.Pd
NIP.19800517 2005 011 002

Researcher




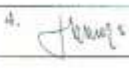





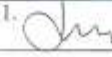


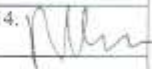





Hilalivah
St.N. 1292097

ATTENDANCE LIST OF CLASS POST- TEST II

Class :

Date :

NO.	NAME	SIGNATURE
1	Yoga Agus Subekti	1. 
2	Elpia Siswanti	2. 
3	Guntur S. Ali	3. 
4	Dewi Anjani	4. 
5	Veni Julianto	5. 
6	Nadia Safira	6. 
7	Yudistiro	7. 
8	Rafika Anisa Mukhtar	8. 
9	Ajeng Nurul Ikhwana	9. 
10	Habib Khairul Afendi	10. 
11	Septi Kurnia Ningrum	11. 
12	Abdilah Fikria	12. 
13	Sofia Nur Afifa	13. 
14	Miftahul Jannah	14. 
15	Isti Tia Anggraini	15. 
16	Umi Ayu lutfia A.R	16. 
17	Rizki Alfia Indriani	17. 
18	Yola Feby	18. 

19	Hesti Asma Safira	19. 
20	Fitria Farha Nita	20. 
21	Try Adi Wibowo	21. 
22	Bangkit Pandu Wiguna	22. 
23	Arisa Putri	23. 
24	Isna Anisa	24. 
25	Lu'lu' Fauzi	25. 
26	Nada Fajri Hanifa	26. 
27	Hanna Riza	27. 
28	Rizki Sabilah	28. 
29	WiwinWulandari	29. 
30	Dea Enyne . M	30. 
31	Hani Mar'atus. S	31. 
32	Ririn Rahmawati	32. 
33	Refina Meliani	33. 
34	Abdillah Rifki	34. 
35	Wulan Fadilah	35. 
36	Ahmad Zidan	36. 
37	Kiki Novita Sari	37. 

Teacher



M. Darajat, M.Pd
NIP.19800517 2005 011 002

Researcher



Hilalivah
St.N. 1292097



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id, website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : **Hilaliyah** Jurusan / Prodi : **Tarbiyah / TBI**
NPM : **1292097** Semester / T A : **IX /2016-2017**

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
13	Jum'at 09/11/2016	✓	Revise all of miss trping.	
14	Jum'at 16/Des-16.	✓	Ace to 1st Advisor.	

Diketahui :
Ketua Jurusan Tarbiyah



Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2 005

Dosen Pembimbing II

Trisna Dinillah harva, M.Pd
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id, website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : **Hilaliyah** Jurusan / Prodi : **Tarbiyah / TBI**
NPM : **1292097** Semester / T A : **IX / 2016-2017**

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
01	Senin 16 / 11 / 2016		- Bimbingan judul - tempat pelaksanaan penelitian - perihal isi judul	
02	Kamis 28 / 11 / 2016		- Acc judul	
03	Jumat 05 / 12 / 2016		- bimbingan proposal	
04	Senin 28 / 12 / 2016		- Bimbingan proposal I . II . III - revise speaking performance	
05	Jumat 02 / 12 / 2016		- revise elements of speaking	
06	Senin 05 / 12 / 2016		Revisi dan acc materi diseminasi	

Diketahui :
Ketua Jurusan Tarbiyah



Dr. Hi. Alfa, M.Pd
NIP. 19691008 200003 2 005

Dosen Pembimbing I

Dr. Mahruz As'ad, M. Ag
NIP. 19611221 1998 03 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 75A, Ringuluje Metro Timur Kota Metro Lampung 34111
 Telp (072) 41537, Faksimil (072) 41295, 498546, www.metroia.ac.id, E-mail: iainmetro@metroia.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIAH DAN ILMU KEGURUAN IAIN METRO

Nama : Hilaliyah
 NPM : 1292097

Jurusan : TBI
 Semester/TA : X/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
01	27 Januari 2017		✓	Revisi Instrument	f.
02	06.03.2017		✓	Revisi Observasi sheet	f.
			✓	Acc. Instrument.	

Diketahui:
 Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II


Trisna Dinillah Harva, M. Pd
 NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507 Faksimil (0725) 47294 - website: www.tarbiyah.metroains.ac.id - e-mail: iainmetro@metroains.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Hilaliyah

Fakultas/Jurusan : TBI

NPM : 1292097

Semester/TA : X/2017

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
01	06. Maret. 2017	✓		ADD akhir ... ada dioperasikan	

Diketahui:
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Komplek IAIN Ar-Raniry Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Faksim. (0725) 42246 Website: www.iainmetro.ac.id E-mail: iainmetro@iainmetro.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Hilaliyah
NPM : 1292097

Jurusan : TBI
Semester/TA : X/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 05, June, 2017		✓	Revisi all writing Revisi figure 2	f.
2	Senin 12/6-17		✓	Revisi ch. 1 & 2	f.
3	Kamis 15/6-17		✓	Acc to 1 st Advisor.	f.

Diketahui:
Ketua Jurusan TBI


Ahmad Sudhan Boza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II


Trisna Dinillah Harva, M. Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Widyadaya Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507, Faksimil (0725) 41296, Website: www.metroin.ac.id, E-mail: iainmetro@metroin.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Hilaliyah
 NPM : 1292097

Fakultas/Jurusan : TBI
 Semester/TA : X/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
01	Monday, 12/06/07	✓		Revisi table of Content	f.
02	Thursday, 14/06/07	✓		Revisi objective of study	f.
03	Monday, 18/06/07	✓		Revisi concept of speaking performance	f.
04	wednesday 21/06/07	✓		Revisi Ch. II gave more explanation in element of speaking performance	f.

Diketahui:
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Inggrulya Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507; Faksimili (0725) 47296; Website: www.metroiain.ac.id; E-mail: iainmetro@metroiain.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Hilaliyah
 NPM : 1292097

Fakultas/Jurusan : TBI
 Semester/TA : X/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan Mahasiswa
		I	II		
05	Tuesday 18/07 10/17	✓		Delete teaching speaking performance.	f.
		✓		Revise ch-IV. Delete table of principles use in mini-pranci and make it to paragraph or number.	f.
06	Monday 30/07 10/17	✓		Revise Action Hypothesis	f.
07	Friday 08/07 10/17	✓		Delete operation of variables	f.

Diketahui:
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Hilaliyah

Fakultas/Jurusan : TBI

NPM : 1292097

Semester/TA : X/2017

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
07	Monday, 01/07/017			= Revise the grammatical from present to past tense	f
09				Revisi Skripsi ke Idungasahle	f

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The teacher giving pre-Test to the students'



While teaching & discussion



CURRICULUM VITAE

October 10th is the researcher's birth day. She was born in Adirejo Jabung, East Lampung. Ethnically speaking, she comes from Javanese family descent. She is the third child from five children of Mr. Supangat and Mrs. Purnanik



She took her elementary school at Madrasah Ibtidaiyah Nurul Huda Adirejo Jabung (1995-2001). Then, she continued to Islamic junior high school at MTS Madinah (2001-2003). Having graduated from junior high school, she took her study on MA Al-Madinah Pasir Sakti East Lampung and finished in 2008. To merely study about Islamic doctrine of Islam MA AL-Madinah is not enough for her. Because of financial problem, she does not continue her study.

Year by year, she tried to register as a S1 student of English Education Study Program of State Institute for Islamic Studies of Metro. Finally, she graduated as a S1 student of English Education Department at the year of 2018.