AN UNDERGRADUATE THESIS

IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH DRAMA TECHNIQUE AMONG THE ELEVENTH GRADERS AT SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG

By:
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Faculty of Tarbiyah and Teacher Training
English Education Department

THE STATES INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1441 H/2019M

**IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH
DRAMA TECHNIQUE AMONG THE ELEVENTH GRADERS AT SMA N
01 SENDANG AGUNG CENTRAL LAMPUNG**

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

**By:
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**THE STATES INSTITUTE FOR ISLAMIC STUDIES
OF METRO
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APPROVAL PAGE

Title : **IMPROVING THE STUDENT'S SPEAKING ABILITY TROUGH DRAMA TEACHNIQUE AMONG THE ELEVENTH GRADERS AT SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG**

Name : **NAFISAH**

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APPROVED BY:

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                Saudari Nafisah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-
     Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : **NAFISAH**
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Metro, September 2019

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Nafisah

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name   : **NAFISAH**
Student Number   : 14121797
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : **IMPROVING THE STUDENT'S SPEAKING ABILITY TROUGH DRAMA TEACHNIQUE AMONG THE ELEVENTH GRADERS AT SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG**

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

Wassalamu'alaikum Wr. Wb

Metro, September 2019

Sponsor   Co-Sponsor

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RATIFICATION PAGE
No: B-3665/In-28.1/D/PP-00.9/11/2019

An Undergraduate thesis entitled: IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH DRAMA TECHNIQUE AMONG THE ELEVENTH GRADERS AT SMAN 01 SENDANG AGUNG CENTRAL LAMPUNG   , Written by: NAFISAH, Number: 14121797 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on october 23ʰ, 2019, at 09.30-11.30. AM

BOARD OF EXAMINERS

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IMPROVING THE STUDENT'S SPEAKING ABILITY TROUGH DRAMA TECHNIQUE AMONG THE ELEVENTH GRADERS AT SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG

ABSTRACT
By:
Nafisah

The objectives of this Classroom Action Research (CAR) are to show that The Drama Technique can improve the students' speaking ability in learning English and how far improving the students' speaking abililty through Drama Technique. The Classroom Action Research (CAR) was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments, and two post-test. The subject of this action research is the eleventh graders of SMA N 01 Sendang Agung. The writer used observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score. The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 63, 5, post-test I is 67,6 and then, the average score at post-test II is 76,11. Based on the result above, it can be said that drama teachnique can improve students' speaking ability.

**PENINGKATAN PENGUASAAN *SPEAKING ABILITY* PADA SISWA
MELALUI *DRAMA TECHNIQUE* PADA SISWA KELAS XI
SMA N 01 SENDANG AGUNG
LAMPUNG TENGAH**

ABSTRAK

Oleh:
NAFISAH

Tujuan dari penelitian tindakan kelas (PTK) adalah untuk menunjukkan bahwa *Drama Technique* dapat meningkatkan kemampuan speaking dan seberapa jauh dapat meningkatkan penguasaaan siswa terhadap speaking melalui Drama Technique. Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dua tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas XI SMA N 01 Sendang Agung. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa. Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 63, 5, post-test I adalah 67,6 kemudian, nilai rata-rata pada post-test II adalah 76,11. Berdasarkan hasil di atas, dapat dikatakan bahwa Drama Technique dapat meningkatkan penguasaan siswa terhadap kemampuan speaking siswa

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, October 2019

The Writer,

Nafisah

NPM. 14121797

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : NAFISAH

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Jurusan : Tadris Bahasa Inggris (TBI)

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Oktober 2019

Penulis,

Nafisah

NPM. 14121797

x

MOTTO

لَيَس الْيَتِيمُ الَّذِي قَدْ مَاتَ وَالِدُهُ بَلْ الْيَتِيمُ يَتِيمُ الْعِلْمِ وَالْأَدَبِ.

"the orphened person is nor the one wh has died, but the orphened person is a
person who has no knowladge, education and attituted"

DEDICATION PAGE

لَيسَ الْيَتِيمُ الَّذِي قَد مَاتَ وَالِدُهُ بَلْ الْيَتِيمُ يَتِيمُ الْعِلْمِ وَالْأَدَبِ.

"orang yang yatim itu bukanlah yang sudah meninggal ayahnya, tetapi orang yang
yatim itu adalah yang tidak mempunyai ilmu, pendidikan dan adab"

ACKNOWLEDGMENT

First of all, the researcher would like to praise to Allah SWT for His blessing so that to she can finished this undergraduated thesis. The main goal of this thesis is to fulfill one requirement in accomplishing the S-1 degree of the English Education at IAIN Metro Lampung. This thesis is titled:

In this opportunities, the researcher would like to express her deepest gratitude especially to:
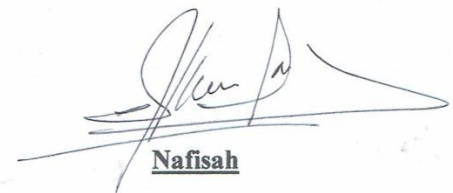
1. Prof. Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.

2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

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7. Mr. Akhmad Mualim and Mrs. Eliyana as my beloved parents thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.

8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and readers generally.

Metro,   October 2019

The Researcher

Nafisah

14121797

TABLE OF CONTENT

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Now days English has become a language that very important to be mastered both in active or passive skill. Since Indonesia face AFTA 2010 or free market, mastery English in active skills is speaking. Speaking is productive skill. Besides that speaking is widely considered to be the principal skill that stands for an inoverall knowledge of a foreign language. Because of that, speaking is an important skill tat should be mastered because speaking is the principal of a foreign language. By speaking we can carry out conversation with the other. We can give idea and exchange the information.

The first cause that makes the students difficult in speaking English is that the invironment does not support the student to speak English frequently. The respons that makes the students get makes them loose their self-confidence. That makes the students unable to communicate in English fluently outside the class.

The second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. If the student do not have grammar mastery, of course they will not be able to produce sentence that grammaticaly right. Realizing that the grammar students is very weak, so they feel shy when they want to produce English sentences orally.

In teaching speaking, as a teacher we should teach how to speak. But sometimes the teacher found some difficulties to make the student speak. Because of that, it must be carried out a method that can solve the problems. There are many teaching and learning methods that can be applied in teaching and learning process. One of them is cooperative learning method.

Cooperation learning is a learning method where the students learn together in a group. In cooperative learning method, there are some techniques that can be used, one of the cooperative learning technique is drama technique.

Drama is a technique in cooperative learning that was begin with the classical greek tragedies of aeschylus, sophocles and euripides and continue with the plays of such major dramatic as William Shakespare in England, Moliere in France, Johann Woldgang Von Goethe in Germany, Henry Ibsen in Norwey and August Steinburg in Sweden. Drama technique used to promote better learning experience, beside that, this technique can build the student ability to communicate, work together and share their opinion about the script with their friends in a group.

Drama is a technique that focused In group work. Group work is a generic term concerning a multiplicity of the techniques in a which two or more student are assigned a task that involves collaboration and self initiated language. Working in a groups is believed to solve the problem. The students who can't speak in large class will be more confortable and can speak out in smaller group. Group member can complete each others strength

and weakness in English. Each student has a different background and ability in English, which her or she can bring to the group.

In this research, the researcher wants to investigate whether drama technique gives the positive effect on the speaking ability. Based on the result of presurvey, on XI MIPA 2 in SMAN 1 Sendang Agung, the researcher got the data about the English score the data can be seen as follow :

No	Grade	Explanation	Frequencies	Percentage
1	>75	PASSED	11	34, 38%
2	<75	FAILED	14	65,62%
			25	100%

Source: teacher's arcieve 2019

Furthermore, from the data above, it can be seen only 11 (34,38%) students from 25 students have a good score in English, from these we knows that most of the students get good enough value. English teacher in SMAN 1 Sendang Agung has decided the score 75% as the completeness standart(KKM).Beside It, From The Pre-Survey, The Researcher Also Found Some Problem In The class. The first relate to the students, they feels that English is very difficult subject so it caused the students get low score in English subject especially in their speaking ability. The second, students have a lack of vocabulary, so it will make them unable to speak in English. The third, students shy to speak English and make them passive learners during the teaching and learning process. The fourth, students have a low motivation to speak English.

Based on the explanation above the writer will conduct a research entitled "*Improving Students Speaking Ability Through Drama Technique at the Eleventh Graders of SMAN 1 Sendang Agung in Central Lampung*".

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problems as follows:

1. The students have found difficulties how the way to increase their speaking ability

2. Student lack of vocabulary

3. The students still passive in learning process

The students have low motivation to speak English.

C. Problem Limitation

The researcher conduct at the eleventh graders of science study program of SMAN 1 Sendang Agung in Central Lampung. This grade is chosen because they get low score in English learning, especially in speaking ability. The researcher would like to focus on improving students speaking ability trough drama technique.

D. Problem Formulation

Based on the background, the identification, and the limitation of the problem above, the researcher formulates the problem as follow:

1. Can drama technique   improve the students speaking ability at the eleventh graders of SMAN 1 Sendang Agung?

E. Objectives and the Benefits of the Study.

1. The Objectives of the Study

The objectives of the study is to find out whether there is improving the students speaking ability by using drama technique or not.

2.Benefit of the Study

The benefit of the study are :

a. For the Student ;

To motivate and to help the students to improve their speaking ability.

b. For the Teacher;

Give the information and alternative technique for the English teacher to teach.

c. For Headmaster;

To give the information to improve teaching and learning English process in the future.

d. For the Researcher;

To learn whether drama technique can improve the students speaking ability or ot?

e. For the Institution;

To give input to improve quality of education especially at IAIN METRO.

CHAPTER II

THEORITICAL REVIEW

A. **The Concepts of Speaking Ability**

1. **The Definition of Speaking Ability**

There are so many definitions of speaking. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.[1] Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of four productive skills, that must mastered in learning foreign language.[2] Thus, good speaking skills are the act of generating words that can be understood by listeners.

Beside that, Thornbury states speaking is the largest spoken component in our life that we take it for granted. The average person produces tens of thousands words a day, although some peoples, like autioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability until, that is, they have to learn how to do it all over again in a foreign language.[3]Speaking involves a process of building and sharing meaning through the use of the language orally.[4]

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[1] Oxford Learner's Pocket Dictionary 4th ed. Oxford University Press. 2008. p 426
[2]Maryam Bahadorfar and Reza Omidvar, *"Technology In Teaching Speaking Skill"*, Acme International Journal of Multidisciplinary Research, (India: University of Mysore, 2014), Vol. 2/Issue IV, p. 9
[3] Scott Thornbury, *How to Teach Speaking,* (Pearson Longman, 2005), p.1
[4]Nasution, Dina Syarifah, et all, *Improving Students' Speaking Skill of Descriptive Texts Through Mind Mapping at Grade X-1 Computer and Network Technic Program (TKJ) of SMK N 1 Panyabungan*, (State University of Padang, 2013), Vol. 1, No. 2, p. 1

Furthermore, by speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. It is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts.[5]

Moreover, Burns and Joyce defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.[6]

2. The definition of Ability

The ability in english dictionary is the quality of being able to do something, especially the physical, mental, financial, or legal   to accomplish something. Ability In English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking."...three parts version of Brown and Yule's framework: Talks as interaction; talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.[7]

a.   Talk as interactions

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[5] Emma Rosana, *Teaching Speaking of English As A Foreign Language: Problems and Solutions*, (Banjarmasin: Universitas Lambung Mangkurat), p. 1

[6] Shiamaa Abd El Fattah Torky, *The Effectiveness of a Task-Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*, (Ain Shams university, 2006), p. 30

[7] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 21-27

Talks as interaction refers to what we mean by conversation and describe interaction that serves primarily social function. When the people meet, they do greeting, engage in small talk, recount recent experiences and other that make them comfortable when interaction with other. It focuses on the speaker and how they present themselves to each other.

b. Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. Talk as transaction focus on the information of the message. The message and making oneself understood clearly and accurately is the central focus, rather than the participant.

c. Talk as performance

This refers to public talk. Here, the speaker transfers the information to the audience, such as classroom presentations, public announcements, and speeches. It tends to be in the form of monolog rather than dialog.

Based on the functions of speaking above the writer conclude that function of speaking have important role in speaking. Such as tools of interaction with all people, to make a transaction and as a performance when we are talking in public speaking.

3. **The Defiition of Spaking Ability**

Speaking is one of the four abilities in languagw activies. It is important to convey in the communication . it means that speaking consist of

producing systematic verbal utterance to convey meaning which make other people know what we are talking about clearly. Therefore it is often spontaneus, open-ended and evolving, but its is not completly umpredictable.

From the definition above, the writer concludes that speaking is about saying and sharing the idea from our mind orally and necessary for effective communication in daily activities in any language as basic practicing in our life.

4. **The skill aspects of students speaking ability at eleventh Grade of SMAN 01 Sendang Agung**

In english teaching Live and practice the teachings of the religion adopted Live and practice honest, disciplined, responsible, polite, responsive and pro-active behavior and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves a reflection of the student`

And the student can understand, apply, and analyze the english leasson, as well as applying procedural to the field of study specific ones according to their talents and interests to solve problems.

5. **The Speaking Ability among to the eleventh Grade of SMAN 01 Sendang Agung**

Many of ideas suggested below work well, they have been tried and testes successfully in a wide range of classrooms. It must remembered that drama is not a newly advocated classroom strategy, despite the

goverment slow reaction to the need to provide some help-ful classroom guidance for teachers. I have used the suggestion frequently with a whole range of children different ages and stages. Some activities work erraly in the academic year, others work as our relationship with individual children and the class as a whole develops, you will find that some strategies are more successful than others depending on the age and development of the student. Success will also depend on te children's level of drama experience. When working with a range of drama strategies with primary age students, you need to the creative outcomes that may amerge.[8]

6. **The Assesment of Speaking Difficult**

These some characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learners is now the producer. Bear in mind that the following characteristic of spoken language can make oral performance easy as well as, in some case difficult.

a) Clustering

b) Redundancy.

The speaker has been opportunity to make a meaning clearer through the redundancy of language.

c) Reduced forms.

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[8]Grugeon Elizabeth, *Teaching Speaking And Listening The Primary School*, Third Edition,(London, 2005)P124

Contraction, elision, reduced vowels, ect, all form problems in teaching spoken English.

d) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allow you manifest a certain number of performance hasitation , pasuses, backstracking, and corellation.

e) Colloquial language

Make sure your students are reasonable well acquinted with the word , idioms, and phrases of colloquial language and that they get practice in reducing these form.

f) Rate of delivery

Another silent characteristic of fluency is rate of delivery.

g) Stress, rhythm, and intonation.

This is the most important characteristic of English pronunciation, as   this is the most important characteristics of English pronunciation, as will de explained below. The stress timed rhythm of spoken English and its intonation pattern convey important messages.

h) Interaction

As noted in the previous section, learning to produce waves of language in a vacum- without interalocutors-would rob speaking skill or richest component the creativity of conversation.[9]

From the explanation above it can make conclude that any some characteristic must be taken into account in the productive generation of speech, but with a slight twist in that the learners is now the producer. Bear in mind that the following characteristic of spoken language can make oral performance easy as well as, ,in some cases difficult. They are like clustering, redundancy, reduced form.

Performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction.

7. Testing Speaking

To test speaking ability, there are some indicators that should be scored, according to weir 1993, he classified into five analytic speaking criteria as follow :

Table 3

Analytic Speaking Criteria

Aspect	Score	Indicators
Fluency	Excellent	Generally natural delivery, only occasional halting when searching for

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[9]H.Douglas Brown,*Teaching By Principle An Interactive Approach To Language Pedaogy*, Sacond Edition, (San Fransisco State Universit, 2001),P 270-271

		appropriate words/expressions.
	Good	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional promt.
	Adequate	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	Fair	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	Good	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.

	Adequate	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	Fair	Words are unintelligible.
Vocabulary	Excellent	Effective use of vocabulary for the task with few inappropriacies.
	Good	For the most part, effective use of vocabulary for the task with some examples of in appropriacy.
	Adequate	Limited use of vocabulary with frequent in appropriacies.
	Fair	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	Excellent	Very few grammatical errors evident.
	Good	Some errors in use of sentence structures and grammatical forms but

		these do not interfere with comprehension.	
	Adequate	Speech is broken and distorted by frequent errors.	
	Fair	Unable to connect comprehensible sentences.	
Interactional Strategies	Excellent	Interacts effectively and readily participaties and follows the discussion.	
	Good	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.	
	Adequate	Interaction ineffective. Can seldom develop an interaction.	
	Fair	Understanding and interaction minimal.	

B. The Concept of Drama Technique

    1. The definition of drama teachnique

Drama is a formalized from the role play or simulation, with a pre-planned story line and script . sometimes small group may prepare their own short dramatization of some event, writing the script and rehearsing the scene as a group. This may be more involved dramatic performances have been shown and rerealy can form part of typical school curiculum[10].

Drama is a type of literature usually written to be performed, people often make a distinction between drama, which concern the performance of this script.

Based on the theories above, the writer assumes that drama very interest by student because the students can catch based on their script their friends in a small group.

    2. The aspect of drama teachnique

Fluency	Excellent	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	Good	The students hesitates and repeat himself at times but can generally

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[10]Ibid, P 184

		maintain a flow of speech, although she/he may need an occasional promt.
	Adequate	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
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Pronunciation	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
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	Fair	Words are unintelligible.
Vocabulary	Excellent	Effective use of vocabulary for the task with few inappropriacies.
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	Adequate	Interaction ineffective. Can seldom develop an interaction.
	Fair	Understanding and interaction minimal.

3. **The principle of drama technique to teach speaking ability**

Drama is created primary to be presented in public by a group or performance, each of whom pretend to be one of the characters in the

story the play is telling. Older plays, such as the those written by the greek or shakespare. Consist, almost enterirely, of the word spoken by these characters (dialog). More recent plays usually contain non spoken material (the stage direction) that tells the actors when to enter or leave the performance space, give suggestion about how to speak their dialogue (their lines) and describes their costumer or their physical surrounding on stage (the setting).[11]

4. **The Procedure of Teaching Speaking Ability Through Drama Technique**

   The procedure of drama technique in teaching speaking ability devided into six part as follow:

   a) Give short story to students

   b) Tell the students how to acting

   c) Ask the student to create the character

   d) Teach method acting. This is a style of acting in which the student use external situation to create emotion needed to convey similar emotion in the character.

   e) Consider taking student on an outing to see a live stage play. Have students choose one the characters in the play and write a critique of the actors performance and to be specific about any flaws.

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[11]*Ibid*

f)   Engage your drama students. Instruct them to write , direct, and act min a short play as a final project. The student should work together and have a role in the play.[12]

C. Action Hypothesis

Based poon the theoritical review above the researcher formulated the hypothesis that by using drama technique can improve the student speaking ability at the eleventh graders of SMAN 01 Sendang Agung.

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[12]Cryil J. Weir, L*anguage Testing and Validation*, Palgrave, (Macmillan), P. 195-196

CHAPTER III

REASERCHER METHODOLOGY

A. Design of The Research

This research is classroom action research. In this research i need the collaborator to help me in this action research. My collaboration mrs. Rofi'ah S.Pd she is an English teacher at the eleventh graders of SMAN 1 Sendang Agung.

B. Setting of The Study

1. The setting of the action research is SMAN 1 Sendang Agung where its located in Sendang Rejo, kec.Sendang Agung, Lampung Tengah.

2. Subject of the study

The object of the action research is the eleventh graders of science study program of SMAN 01 Sendang Agung. Which is consist of 25students in the class and have the problem.

C. Object Of The Study

The object of this study is improving students speaking ability through drama technique at the eleventh of SMAN 01 Sendang Agung. The researcher has choosen this class because most of the students have a low in speaking ability.

Table

The Object of The Research

	Sex		Total
	Male	Female	
XI IPA 2	7 students	18 students	25 students

D. Action Plan

According Kemmis and Mac Taggart said that action research is a form a form collective self-reflective undertaken by participants in social situation in order to improve the rationality and justice of their understanding of these practices and the situations in which these practices are carried out.[13]

In action research, the researcher as agent of change, subject or object that researched to get the benefit from the result of our action and the researcher have active rules in teaching learning process.

There are four important step in action research, those are planning, acting, observing and reflecting.[14]

It is normal for a project to go through two or more eyeless in an interactive process, the improvement of research can be seen from a series of eyeles, each incorporating leasson from previous eyeles.

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[13]Mc Niff, Jean With Jack Whitehead, *Action Reaserch Principles And Practice*,London New York :Routledge Falmer Taylor And Francis Group, 2002.
[14]West Jason 2013. *I Still Can't Speak English*.P.5

The research procedure is shown as follows:
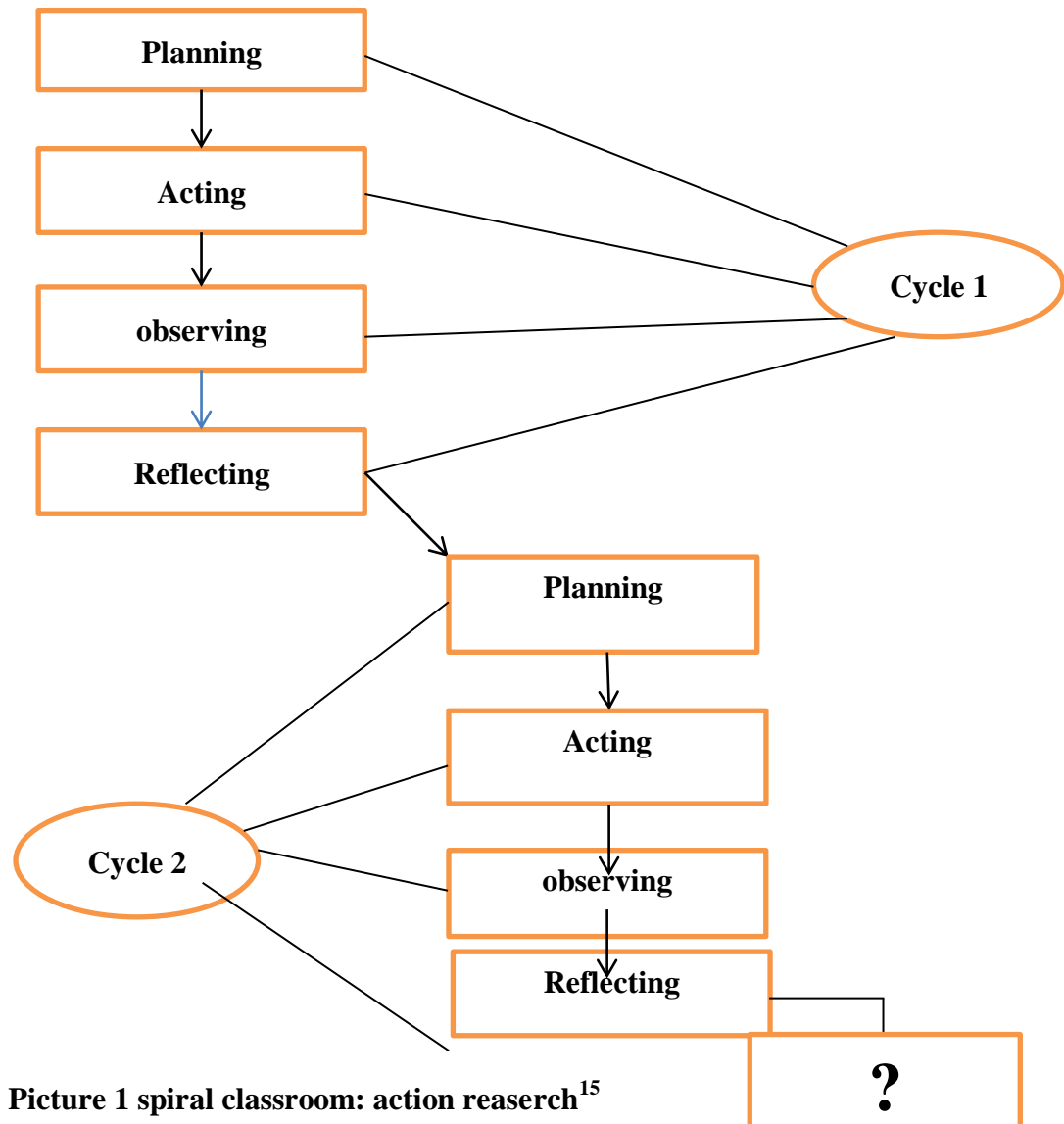
Picture 1 spiral classroom: action reaserch[15]

1. **Cycle 1**

   a. **Planing**

   Planing is the first step of the classroom action research it is prepared before the researcher do the action, in this step, the researcher explains about what , why, who, where, and how the action conducted.[16]

   1) The researcher identifies the problem causes and finds the problem solving.

   2) The researcher makes lesson plan.

   3) The researcher prepares the material and the method of teaching

   4) Te reseacher prepares source of learning..

   5) The researcher prepares format to observe.

   6) The researcher prepares format of evaluate the students activity after teaching learning process.

   b. **Acting**

   After finishing the planning, the learning Process will be done in the eleventh grade of science study Program of Sman 01 Sendang Agung, it describres about the teaching procedures of the research. In this step the researcher act as follows:

   1) The reseacher applies the lesson plan

   2) The researcher explains teaching speaking using drama technique

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[16]*Ibid.*P.17

3) The researcher explain the advantages of using drama technique in teaching speaking

4) The researcher guide the students to speak based on lesson plan.

c. Observing

In the step, the researcher observes the process of teaching learning by using formal observation. The outline of observation in this step such, the students   speaking performance, the students speaking performance, students good participant, student's error and the student's ability to answer the question. The important thing's in teaching learning process are noted by the researcher.

d. Reflecting

Reflection is the last step in this process. The researcher analysis and discusses the observation result during the teaching process. Like the weakness and strength from the action in this steps, the researcher uses the data from evaluation to make improvement for the second cycle, the researcher decides that the next cycle focus on the weakness in preview.

2. Cycle 2

a. Planning

1) The researcher identifies the problem solving from the first cycle.

2) The researcher prepares the source of learning

3) The researcher prepares the format of observe

4) The researcher prepares the format to evaluate

b. Acting

The researcher applies the action plan II

c. Observing

In this step, the researcher observes the process of teaching learning by using format observation and field notes to collect the data in action plan II.

d. Reflecting

In this step, the researcher compares the score of pre-test and post test. The researcher reviews and reflects on student's activity and teacher performance whether it is positive or negative, the second cycle enough or need to be continued to the next cycle.

E. Data Collection Methods

To collect the data, the researcher uses the data collection method asfollow:

1. Observation

Observation is activity to take the data to know how far action has reached the target.

The researcher uses this method to get the data about the student's activity such as student's ability in question answer, students

error and student's good participant. The teacher and the student's activities are observed and notice by the researcher.

2. Test

Test is squence of question or statements that is used o measure one or some of psychologycal aspect such as achievement. Skill, knowledge, intelegence and ability and etc.[17]

The test consist of pre-test. The types of the test are oral test.

a. Pre-test

The writer gives the pre-test to the students, the purpose of the student's speaking ability before given the treatment.

b. Post-test

The writer administrated the post test after giving the treatment to know the result at the and of the research.

3. Documentation

There are many kinds of document that can help the researcher to collect the data that is relevant with the research in the classroom action research, such as syllabus, lesson plan, regulation, notes of meeting, daily report etc.[18]

The researcher used this method to get the data about the history of the school, the sun of the teachers, official employed and students at SMAN 1 Sendang Agung.

[17]Ibid,p.186
[18]Ibid, p.185

4. The Field Note

You would keep notes of the situation 'in the field' as important instances of critical incidents. The field can be workplace, a bus queue, a classroom a home". It means that the researcher needs the field note to record all the data, it eases the researcher analyze the data. It is done during the teacher learning process.

5. Data Analysis

Data analysis will be conduct by taking the average score of the pre-test i cycle 1 and cycle 2. Furthermore, to know the gain the researcher will compare between pre-test and pos-test. Then, the result is matched by minimum standard in this school at least the score 75.

The formula to find out the average score is:

$$X = \frac{\sum \times}{N}$$

Note :

X = Average

$\sum \times$ = Total of score

N = Total of Student[19]

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[19]Berman Laine A,A 1998. *Speaking Achievement By Using Drama Practice*.P.5

Furthermore, to know the gain will compare between pre-test and post-test. Then, the result is matched by minimum standard (KKM) at the school at least 75. Id from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to next cycle.

6. Validity And Reliability Test

   a. Validity

   Validity in classroom action research (car) is to get the data in information that can be accounts for the truth, an instrument can be said valid if it can express the data from the variable that is researched accurately, this research will be done through 4 validities as follows :

   1) Collaborate and review suggestion from review suggestion from related paties. Democratiez validity is opening from the teacher as implementer of classroom action research.

   2) Content validity, it is asking how to relation between instrument with the purpose and description of the materials that will be learned.

   3) Construct validity , refers to whether the instrument actually reflect the true theoritical meaning a concept .

4) Dialog validity, where are researcher and collaborator discuss about the action that they do.

It can be helped using the latticework of the information that will be consulting by expert judgement.[20]

b. **Reliability**

How an instrument can measure something consistenly. To keep the reliability of the result, the researcher can serve the real data.[21]

F. **Indicator Of The Research**

From the result of the research, it can be asked successfull than cycle 1. This research will take success indicator to know improving student's speaking ability trough drama teachniqeu in English learning. Indicatorof the research is $\leq$ 80% of the student got the score minimum 75 of standart KKM. It means that trough drama technique in English learning success to use and it can improve the students speaking ability.

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[20]Murillo,E.,A,A Guilar H And Meditz, A (1991) *Teaching Speaking As Behavior.P.21*
[21]*Ibid, P 43*

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

A. The Description of research Location

1. The History of SMAN 01 Sendang Agung

SMAN   01 Sendang Agung **one of   state senior   high schools in Sendang Agung Lampung , Indonesia.** Unlike the Senior high school in general, including the curriculum is from the Education Office. The period of SMAN 01 Sendang Agung is received within Fourteen years, starting from Class X to Class XII High School.

SMAN 01 Sendang Agungwas established on July 14, 2005, which was the first senior high school based in Sendang Agung and located on Jl. Sendang Rejo, kecamatan Sendang Agunkabupaten lampun tengah. Furthermore in 2014 SMAN 01 Sendang Agunghad 16 classes and the number of teaching staff was 56 people supported by 5 education staff (Administration and worker).

SMAN 01 Sendang AgungSchool has experienced the replacement principal, as follows:

1. Dra. Hj. Sri Purnamawati.from 2004 to 2006

2. Dra Yuyun Perwitasari, S.E 2006 to 2008
3. Drs. Tri Hartoto i from 2008 to 2009
4. Drs. Sabar. 2019-2014
5. Dra.hj Srinu, M.Pd 2014 until now

2. **The Number of Student's SMAN 01 Sendang Agung**

The number of students in SMAN 01 Sendang Agung is different. For class X consists of 5 (five classes), while for class XI and class XII each consists of 7 (seven classes). The learning activities for all the students in s SMAN 01 Sendang Agung X,XI, and XII begin at 07.15 until 02.00 pm.

Table 5
The Number of Students at SAN 1 Sendang Agung 2018/2019

No	Class	Sex		Total
		Male	**Female**	
1	X	**58**	**110**	**168**
2	XI	51	120	171
3	XII	50	120	170

3. The Condition of Building

From the results of observations that researchers have done, facilities and infrastructure that support in the learning process of students in SMAN 01 Sendang Agung is the permanent building and not terraced, with the number of buildings in the school are **42 buildings** including offices, libraries, administrative room, classroom, UKS room, teacher room, Lab. Language, Lab. Science, Lab. Computer, BK room, mosque, school guard house, koperasi school, Pramuka and OSIS room Lab. Multimedia, and, as well as the toilet for teachers and students ect. The condition of the building in SMAN 01 Sendang Agung are all in good condition and comfortable to be used in the process of teaching and learning activities.

Since the establishment until now SMAN 01 Sendang Agung is 14 years old and experiencing various physical development of facilities and infrastructure such as:

Table 6
List of Buildings in SMAN 01 Sendang Agung

No	Name	Number
1	Classroom	19
2	Headmaster room	1
3	TU room	1
4	BK room	1
5	Lab. Physics	1
6	Lab. Science	1
7	Lab chemical	1
8	Lab computer	1
	Library	1
	Mosque	1
	UKS room	1
	OSIS room	1
	Scurity post	1
	Toilet	9
	Parking area	1
	Koperasi school	1
	Canteen	1

4. The Organization Structure of SMAN 01 Sendang Agung

The personnel of the organization inSMAN 01 Sendang Agung are:Drs.

Dra.hj Srinu, M.Pd	Headmaster
Drs.Mukhisban	PAI
M. Nurissalam, S.Si	Chemical
Nurhasim, S.Ag	PAI

Ahkaf Fikri,S.E	Economy
Dra.Alfiati	History
Arsi Herawati, S.Pd	Physics
Badrun, BA.	Geography
Baiturrahman,S.Pd.I	Arabic
Bulan Purwandari	Science
Desna Iriani, S.Pd	Science
Diah Indriyani, S.Psi	BK
Dra. Dwi Rahayu Supratiwi	Chemical
Drs.Edi Turpuji Astono	Indonesian
Eko Suwarno, S.Pd	BK
Fitria Nurul Fatimah, S.Sos	Sociology
Heni Widiyarti,S.Pd.	Chemical
Heru Munawaroh,S.Pd.	Science
Iwan Suparli, S.Pd	Economy
Karmana, S.E	Economy
Maman Sudirman, S.Pd	Sport
Dra.Mardiyati	Indonesian
Neni Agustia Pakti, S.Pd	Economy
Heri susanto, S.Pd	English
Dra. Ngatini	Indonesian
Resesi Darmawati, S.Pd	BK
Rofiqotul Maula S.Pd	English
Ridwan Awaludin, S.Pd	Sport
Dra. Ristuning	Geography
Roni Faslah, S.Pd	Matematics
Rudion,S.Pd.I	PKN
Samsul Hadi, S.Pd.I	KMD
Sari Yunis, S.Pd	Indonesian
Siti Maisaroh, S.Ag	PKN
Dra. Siti Suwarni	Science
Dra.Sri Haridayati	History
Siti Fatimah	Mulok
Sriyanto, S.Si	Computer
Suyadi, BA.	Economy
Mismawati, S.Pd	Physics

5. The Site Sketch of SMAN 01 Sendang Agung

Figure 3
The School Map of SMAN 01 Sendang Agung
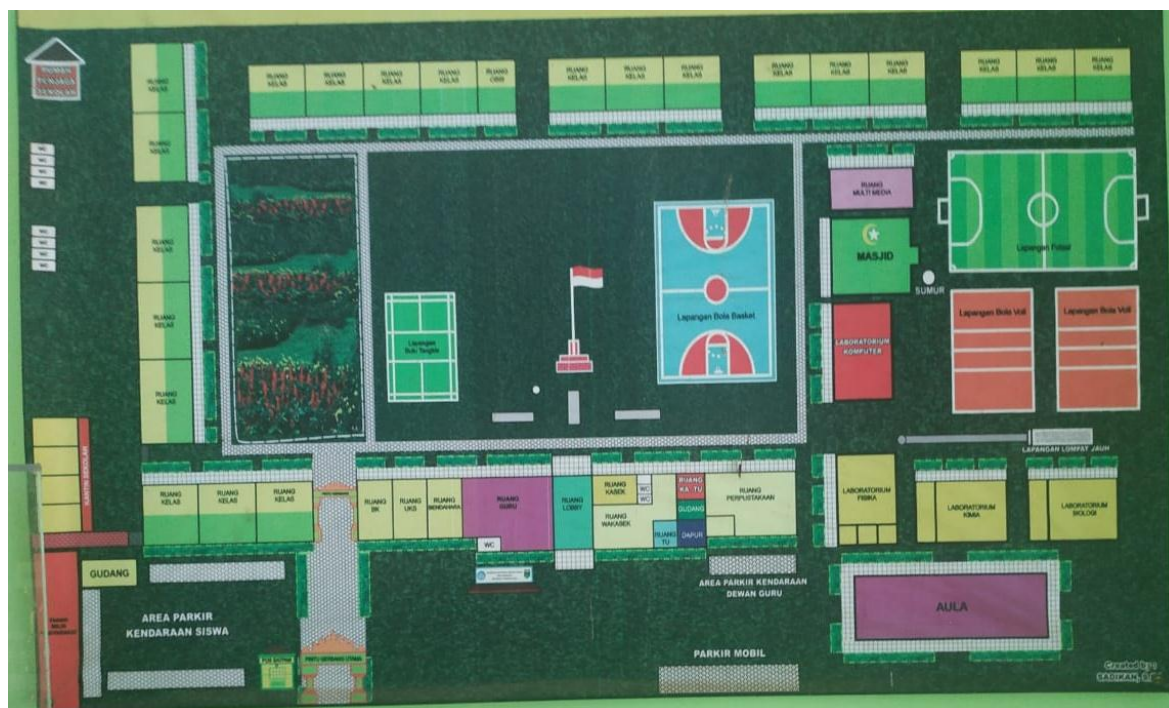
6. **Description of Research Result**

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycle took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this reasearch was about speaking by drama teachnique. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students" speaking skill before giving treatment and it used as the comparison score with post-test. The material that was given in pre-test was Introducing Yourself. The students have to tell about themselves in front of the class one by one. The result score of students" pre-test can be seen in the following table:

Table 7
The Result Score of Students' Speaking Performance
Pre-test

No	Name	Score	Criteria
1	AP	50	Incomplete
2	AW	60	Incomplete
3	AU	65	Incomplete
4	ARAA	75	Complete
5	ADA	70	Incomplete
6	AS	60	Incomplete
7	AP	50	Incomplete
8	FS	65	Incomplete
9	HB	65	Incomplete
10	HNF	65	Incomplete
11	LWD	65	Incomplete
12	ML	65	Incomplete
13	MSH	65	Incomplete
14	NH	60	Incomplete
15	RS	65	Incomplete
16	RA	60	Incomplete
17	SUS	60	Incomplete
18	SD	65	Incomplete

19	SN	60	Incomplete
20	VS	65	Incomplete
21	V	65	Incomplete
22	YBP	60	Incomplete
23	YK	65	Incomplete
24	YI	85	Complete
25	YKR	75	Complete
26	AQA	65	Incomplete
27	AC	50	Incomplete
Total Score		1715	
Highest Score		85	
Average Score		63,5	
Lowest Score		50	

Based on the data above, the researcher measured the frequency of students" speaking performance score at the pre-test could be seen as follow:

Table 8
Frequency Distribution of Students' Speaking Score
in Pre-test

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	20,11%
2	< 75	Incomplete	24	80,89 %
Total			27	100 %

Then, the graph of percentage students" speaking performance pre-test score could be seen as follow

Figure 4
Percentage of the Result Score of Students' Speaking
in Pre-test
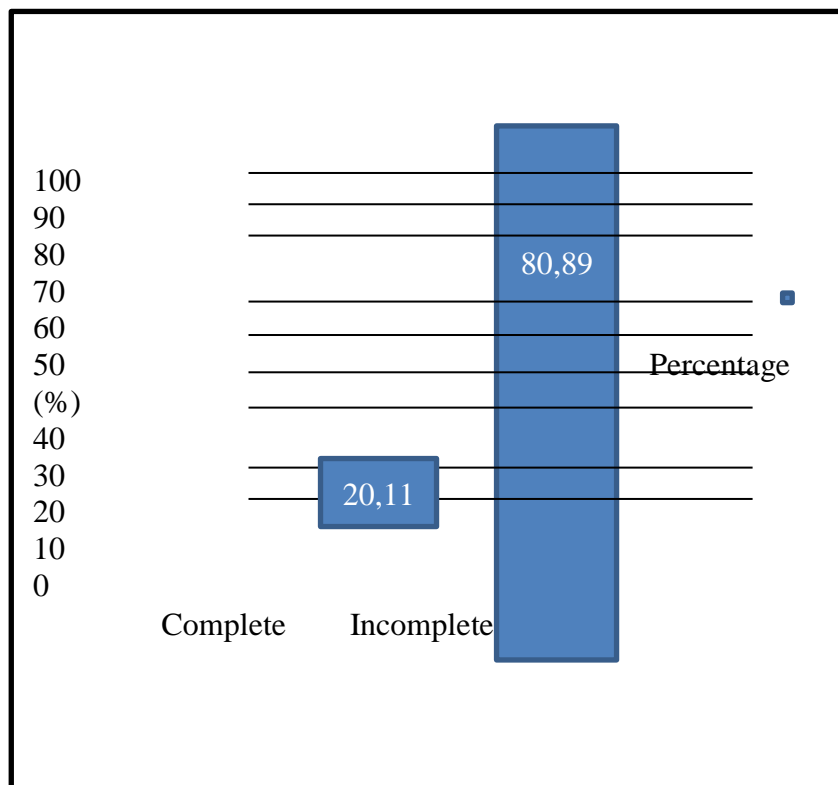
Based on the result, it could be analyzed that the level of the students speaking performance were low. The students did not fulfill the minimum standard at the SMAN 01 Sendang Agung. The total subject of the research were 27 students, only 3 students with percentage 20,11 % were passed, and 24 students with percentage 80,89 % were failed. So, it was the reason why the reasearcher used Drama Technique to improve the students" speaking performance.

1) Planning

The first meeting was done on wedneday ,22 May2019. It was opened by praying, greeting, checking the attendance list, and introducing

the researcher as a teacher for the students. At the day, the researcher has taken the students" pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students" pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the english subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The second meeting was conducted on friday, May 24th 2019. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

Firstly, the researcher gave the material about introducing. Secondly, the researcher explained about the definition of drama Tecnique and how to apply this technique within the material.

In the end of meeting, the researcher gave a feedback to the students, gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the meeting by praying together.

After did a treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Monday, june 17th 2019. The post test was done to know how the students" speakingperformance after a treatment. The researcher gave them some topics to be presented in front of the class.

The result of post-test in cycle 1 could be seen on the table, as follow:

Table 9
The Result Score of Students' Speaking Performance
Post-test 1 in Cycle 1

No	Name	Score	Criteria
1	AP	50	Incomplete
2	AW	65	Incomplete
3	AU	65	Incomplete
4	ARAA	85	Complete
5	ADA	75	complete
6	AS	60	Incomplete
7	AP	55	Incomplete
8	FS	65	Incomplete
9	HB	70	Incomplete
10	HNF	75	complete
11	LWD	65	Incomplete
12	ML	65	Incomplete
13	MSH	75	complete
14	NH	60	Incomplete
15	RS	65	Incomplete
16	RA	65	Incomplete
17	SUS	70	Incomplete
18	SD	70	Incomplete
19	SN	60	Incomplete
20	VS	75	complete
21	V	65	Incomplete
22	YBP	70	Incomplete
23	YK	70	Incomplete

24	YI	85	Complete
25	YKR	80	Complete
26	AQA	65	Incomplete
27	AC	55	Incomplete
Total Score		1825	
Highest Score		85	
Average Score		67,6	
Lowest Score		55	

From the table above, it could be analyzed that the students"

averaage score was 67,6. The highest score was 85 and the lowest score

was 55. Based on the minimum mastery criteria (KKM), there were 7

students that had complete on post-test 1 or got score $\geq$ 75. It means that in

cycle 1 the students" performance could improve enough, but it was not

successful yet.

Table 10
Frequency Distribution of Students' Speaking Performance Score
in Post-test 1

No.	Score	Category	Frequency	Percentage
1	≥ 75	**Complete**	7	25,93%
2	< 75	**Incomplete**	20	74,07 %
Total			27	100 %

Then, the graph of percentage students" speaking performance post-

test score could be seen as follow:

Figure 5
Percentage of the Result Score of Students' Speaking Performance
in Post-test 1
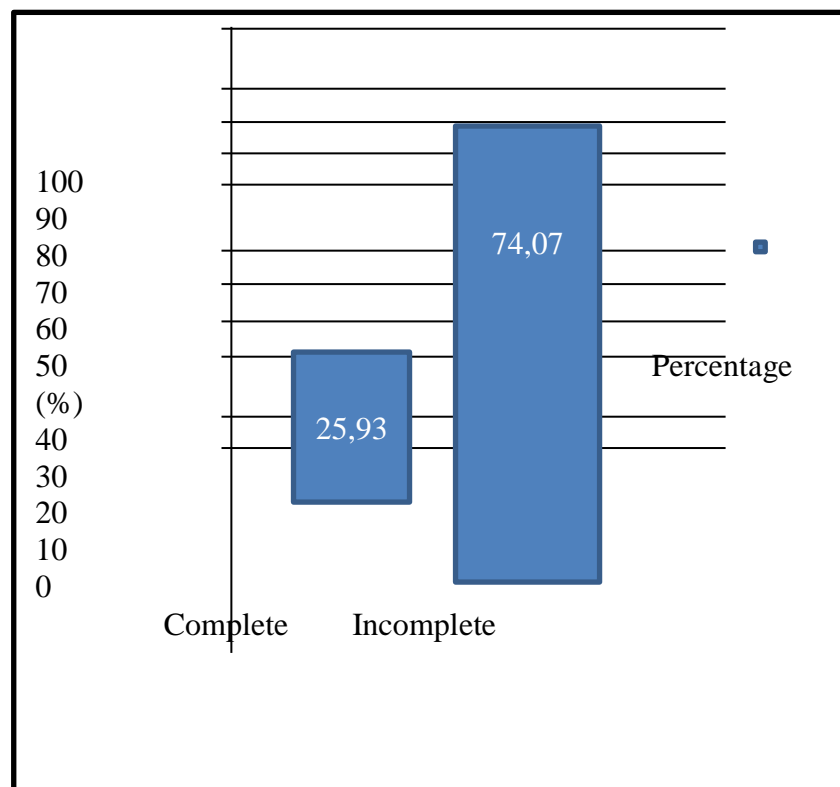
According to the table 8 and figure 4, the students" score had improved than the pre-test before. There were 7 students who passed the test that before only 3 students. But, the improving in post-test 1 was not successful because the percentage of students that passed the test only 25,93 % of 70 % as the minimum standard percentage.

3) observing

In observation of theresearcher has done, the collaborator observed the students" activities. The researcher as a teacher who gave the about improving the students' speaking abilitytrough drama te technique.

In the learning process, there were five activities that used to know the students" activity in the class. Every student who was active in learning process

got a tick in their observation sheet. Then, the students were not active in learning

process let their observation sheet empty. The indicators of the students" activities

were:

a) The students pay attention to the explanation from teacher

b) Giving respond

c) Active in class

d) Making note

e) Doing the task

The result of the students" learning activities could be seen as follow:

Table 11

The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	19	70,37%
2	Giving respond	11	40,74%
3	Active in class	15	55,56%
4	Making note	17	62,96%
5	Doing the task	22	81.48%
Total		**84**	**311,11%**
Average		**17**	**62,22%**

Based on the result above, it could be infered that the learning process of

cycle 1 was not successful because there are not got percentage more than 70 %.

4) Reflecting

Based on the result of cycle 1, it could be seen that most of students got

difficulty when they perform in front of the class. It happened because the

students still affraid and did not confidence in speaking english. Furthermore, the

result of the learning process in cycle 1 before and after doing the treatment could

be analyzed in the following table:

Table 12
The Comparison of Students' Speaking Performance Score
in Pre-test and Post-test 1

No	Name	Post-test	Post-test 1	Criteria
1	AP	50	50	Constant
2	AW	60	65	Increased
3	AU	65	65	Constant
4	ARAA	75	85	Increased
5	ADA	70	75	Increased
6	AS	60	60	Constant
7	AP	50	55	Increased
8	FS	65	65	Incomplete
9	HB	65	70	Increased
10	HNF	65	75	Increased
11	LWD	65	65	Constant
12	ML	65	65	Constant
13	MSH	65	75	Increased
14	NH	60	60	Constant
15	RS	65	65	Constant
16	RA	60	65	Increased
17	SUS	60	70	Increased
18	SD	65	70	Increased
19	SN	60	60	Constant
20	VS	65	75	Increased
21	V	65	65	Constant
22	YBP	60	70	Increased
23	YK	65	70	Increased

24	YI	80	85	Increased
25	YKR	75	80	Increased
26	AQA	65	65	Constant
27	AC	50	55	Increased
Total Score		1715	1825	
Average		63,5	67,6	

Then, the graph of percentage students" speaking performance score in pre-test and post-test 1 could be seen as follow

Figure 6

Percentage of the Result Score of Students' Speaking Performance in Pre-test and Post-test 1
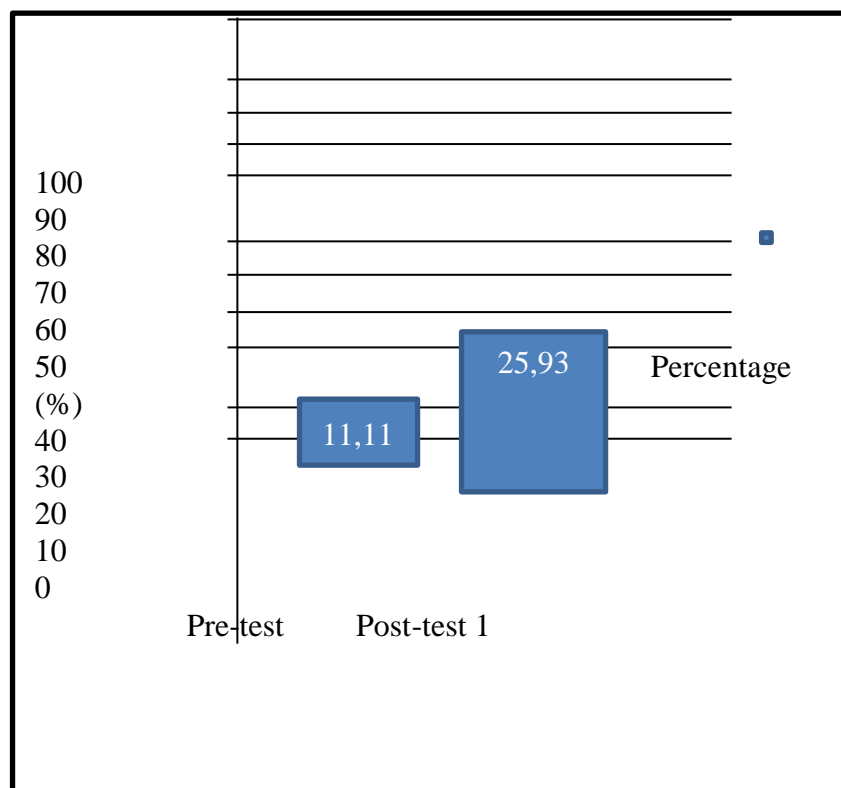
In this research, pre-test and post-test 1 had done individually. It was aimed to know the students" speaking performance before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an

improvement from the students" result score. It could be seen from the average score in pre-test 11,11 and post-test 25,93 Although there was an improvement from the students" speaking performance, cycle 1 was not successful yet because only 7 students (25,93%) who passed in post-test 1. It can be concluded that cycle 1 was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It devided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The researcher prepared the lesson plan, material, media, observation sheet and the task.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings.

The treatment in cycle 2 was conducted on Thursday, june 19 2019. It was started by praying, checking the students attendance list and asking about the students condition. The researcher as a teacher explained the material about

recount text to the students. The teacher gave more explanation about the dramaand how to apply Mind Mapping Technique in the material. The teacher gave them an example of drama as well so the material could be more understood by the students.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they could got good score especially in English subject.

After giving the treatment in cycle 2, the researcher conducted the post-test 2 on Saturday, June 22nd 2019. It was the same type with the first cycle but had different levels of difficulty. The result of post-test 2 could be seen on the table below:

Table 13
The Result Score of Students' Speaking Performance
Post-test 2 in Cycle 2

No	Name	Score	Criteria
1	AP	65	Incomplete
2	AW	80	Incomplete
3	AU	75	Incomplete
4	ARAA	85	Complete
5	ADA	80	complete
6	AS	75	Incomplete
7	AP	65	Incomplete
8	FS	75	Incomplete
9	HB	80	Incomplete
10	HNF	80	complete
11	LWD	75	Incomplete
12	ML	75	Incomplete

13	MSH	70	complete
14	NH	75	Incomplete
15	RS	75	Incomplete
16	RA	75	Incomplete
17	SUS	80	Incomplete
18	SD	75	Incomplete
19	SN	70	Incomplete
20	VS	85	complete
21	V	75	Incomplete
22	YBP	80	Incomplete
23	YK	75	Incomplete
24	YI	90	Complete
25	YKR	80	Complete
26	AQA	75	Incomplete
27	AC	60	Incomplete
Total Score		2055	
Highest Score		90	
Average Score		76,11	
Lowest Score		60	

Based on the table above, it could be seen that the students" average score in post-test 2 was 76,11. The highest score was 90 and the lowest score was 60. It means that there were increasing score in post test 2.

Table 14
Frequency Distribution of Students' Speaking Performance Score
in Post-test 2

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	22	81,48%
2	< 75	Incomplete	5	18,52 %
Total			27	100 %

Figure 7
Percentage of the Result Score of Students' Speaking Performance
in Post-test 2
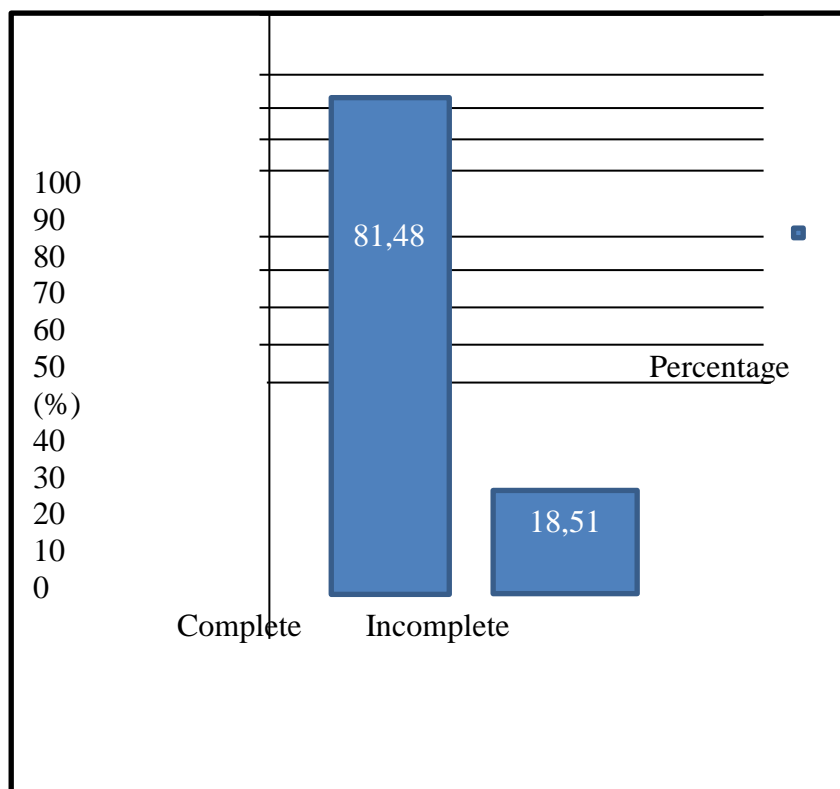
From the table and figure above, it can be seen that there was an increasing score from post-test 1 and post-test 2. There were 81,48 % or 22 students who passed the minimum mastery score. It means that post-test 2 was successful because the indicator of success was achieve.

3) Observing

In this step, the researcher presented the material by using drama Technique. In learning process, there were also five indicators used to know the students" activities like in the learning process previously.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students" learning activities observation as follow:

Table 15

The Students' Activities in Cycle 2

No	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	24	88,89 %
2	Giving respond	19	70,37 %
3	Active in class	19	70,37 %
4	Making note	20	74,07 %
5	Doing the task	24	88,89 %
Total		**106**	**392,59 %**
Average		**21**	**78,52 %**

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70 % of students passed the test and active in learning process.

4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following table:

Table 16
The Comparison of Students' Speaking Performance Score
in Post-test 1 and Post-test 2

No	Name	Post-test	Post-test 1	Criteria
1	AP	50	65	Constant
2	AW	65	80	Increased
3	AU	65	75	Constant
4	ARAA	85	85	Increased
5	ADA	75	80	Increased
6	AS	60	75	Constant
7	AP	55	65	Increased

8	FS	65	75	Incomplete
9	HB	70	80	Increased
10	HNF	75	80	Increased
11	LWD	65	75	Constant
12	ML	65	80	Constant
13	MSH	75	75	Increased
14	NH	60	70	Constant
15	RS	65	75	Constant
16	RA	65	75	Increased
17	SUS	70	80	Increased
18	SD	70	75	Increased
19	SN	60	70	Constant
20	VS	75	85	Increased
21	V	65	75	Constant
22	YBP	70	80	Increased
23	YK	70	75	Increased
24	YI	85	90	Increased
25	YKR	80	80	Increased
26	AQA	65	75	Constant
27	AC	55	60	Increased
	Total Score	1825	2055	
	Average	67,6	76,1	

Then, the graph of percentage students" speaking performance score in pre-test and post-test 1 could be seen as followl:

Figure 8
Percentage of the Result Score of Students' Speaking Performance
~~in Post-test 1 and Post-test 2~~
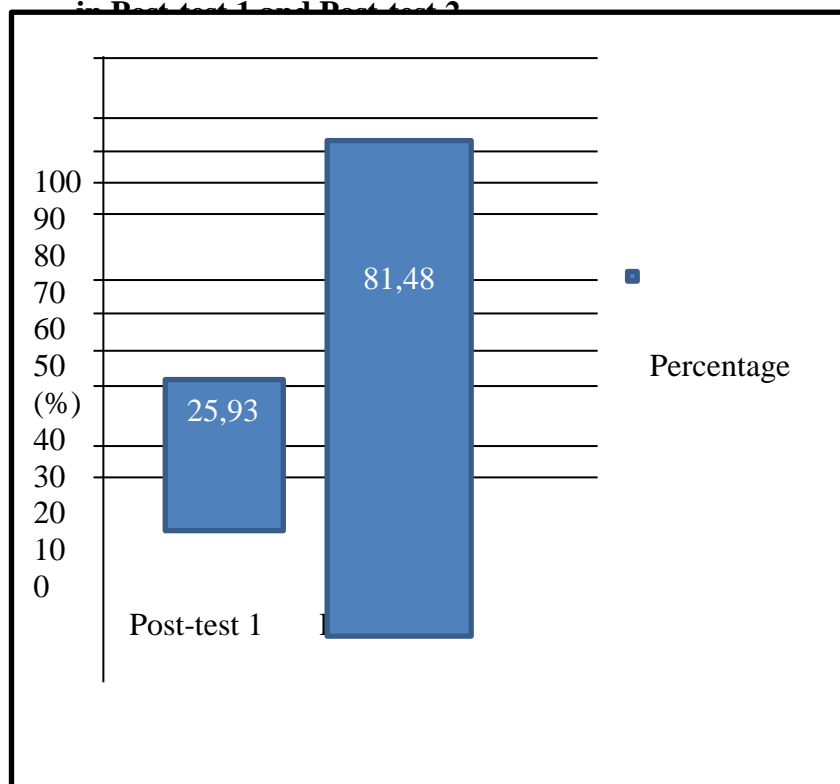
The result score of cycle 2 was better than cycle 1. There was significant improvement in this cycle from post-test 1 25,93 % to post-test 2 81,48 %. The average score in the post-test 1 was increased as well from 67,6 became 76,1 in the post-test 2.

Table 17
The Comparison of Students Activities in Cycle 1 and Cycle 2

No	Students' Activities	Cycle 1		Cycle 2		Category
		F	Percentage F	F	Percentage	
1	The students pay attention to the explanation from teacher	19	70,37 %	24	88,89 %	Increased
2	Giving respond	11	40,74 %	19	70,37 %	Increased

3	Active in class	15	55,56 %	19	70,37 %	Increased
4	Making note	17	62,96 %	20	74,07 %	Increased
5	Doing the task	22	81,48 %	24	88,89 %	Increased
	TOTAL	**84**	**311,11 %**	**106**	**392,59 %**	
	AVERAGE	**17**	**62,22 %**	**21**	**78,52 %**	

CHAPTER V
CONCLUSION AND SUGGESTION

C. **Conclusion**

Regarding to the research finding, the writer would like to point out the conclusion as follow:

1. Using Talking Stick Method can improve the learning activity. The students were more active in the learning process. It can be seen at the test, the average of pre test was 63,5 by the percentage of successfulness was 30%, in post test I the average score was 67,6 by the percentage of successfulness was 70% and in post-test II the average score was 76,11 by the percentage of successfulness was 85%. It can be concluded that the use of drama Technique can improve the speaking abilty trough the student.

2. The implementation of The cooperative leaning Method conveyed an alternative way in learning process to improve the speaking ability. These conclusion can be seen from the result of the students' average in pre test was 63, 5 and the result post test cycle I was 67,6. The improvement score from pre test to post test I was 8,3. The result of the students' average in post test II was 75,8. The improvement score from post test I to post test II was 9,3. It can be inferred that the result of the students in cycle II was higher than cycle II. It means that by using the cooperative learning method can improve the students' mastery in speaking skill.

D. **Suggestion**

Based on the research finding, the writer would like to deliver some suggestions as follows:

1. For students

   The students are expected to improve their speaking ability in the class.

2. For English teacher

   It would be better for English teacher to apply cooperative learning Method as an alternative way in teaching English especially to improve student's speaking ability.

3. For Headmaster

   It is suggested for the principle to take positive side of this teaching method as the alternative way in teaching English, especially for teaching speaking abilty by facilitating the students with other supporting education media.

4. For other Researchers

   It is suggested for the other researchers to develop this research with new innovation and hopefully the result of this research could be a reference.

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APPENDICES

Nomor : B-1186 /In.28.1/J/PP.00.9/5/2019   03 Mei 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Nafisah
NPM	:	14121797
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving The Students' Speaking Ability Through Drama Technique Among The Eleventh Graders At SMA U 01 Sendang Agung Central Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-527/In.28/S/OT.01/06/2019

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

Nama	:	Nafisah
NPM	:	14121797
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121797.

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, 01 Juli 2019
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nafisah

NPM : 14121797

Fakultas : Turbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : Literary Theory The Basic

Metro,

Ketua Jurusan TBI

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Nama : Nafisah   Jurusan/Prodi : Tarbiyah/TBI
NPM : 14121797   Semester/TA : XI/2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	0 / 2019 July		• Revisi Abstract Menjadi Rata tengah. • Revisi Acknowladgement • Revise gelar doktor Akla • Revise table of content	
	14/ 2019 July		• Revise Bab 1 Benefit of the Story • Revise Source Arrue Rechange tahun. • Delete characteristic of speaking	
	18/ 2019 July		• More explain the definition of Speaking • Revise the assessment of speaking. • Add the measurement of speaking	
	02/ 2019 Oktober			

Diketahui
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
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Pembimbing 1

Dr.mahrus As'ad, M.Ag
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Nafisah   Jurusan/Prodi : Tarbiyah/TBI
NPM :14121797   Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	8.7.2019	✓	- Revisi Abstract - Revise chapt IV	
	22/2019 July	✓	- Revise chapt IV - Revise bibliography	
	6. /2019 Agustus	✓	*handwritten signature and notes* Acc / Halaman	

Diketahui,
Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

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Nomor   : B-1042/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMAN 01 SENDANG AGUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan
memberikan izin kepada mahasiswa kami:

Nama	:	**NAFISAH**
NPM	:	14121797
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH DRAMA TECHNIQUE AT THE ELEVENTH GRADERS OF SMAN 01 SENDANG AGUNG ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di SMAN 01 SENDANG AGUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey*
tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT KETERANGAN
Nomor : 421.3/ 325/V.01/ SMA/ 2018

Yang bertanda tangan dibawah ini :

Nama	: Dra. Hj. SRINU, M.M.Pd
NIP	: 19630715 198303 2 005
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Negeri 1 Sendang Agung Lampung Tengah

Menerangkan bahwa nama tersebut di bawah ini :

Nama	: NAFISAH
NPM	: 14121797
Jurusan	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Institut Agama Islam Negeri Metro Lampung
	Fakultas Tarbiyah Dan Keguruan

Adalah benar telah mengajukan surat izin pra survey di Sekolah Menengah Atas (SMA) Negeri 1 Sendang Agung Lampung Tengah.

Pada dasarnya kami memberikan izin pra survey tersebut, Demikian surat keterangan ini di buat dengan sesungguhnya dan dapat dipergunakan sebagaimana mestinya

Sendang Agung, 2 April 2018
Kepala Sekolah

Dra. Hj. SRINU, M.M.Pd
NIP. 196307151983032005

SURAT TUGAS

Nomor: B-1513/In.28/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**NAFISAH**
NPM	:	14121797
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS` SPEAKING ABILITY THROUGH DRAMA TECHNIQUE AMONG THE ELEVENTH GRADERS AT SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG".

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 : 20 Mei 2019

Mengetahui,
Pejabat Setempat
Kepala SMAN I SENDANG AGUNG

Dra. Hj. SRINI, M.M.Pd
NIP. 19630715 198303 2005

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-1514/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 01 SENDANG
AGUNG CENTRAL LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1513/In.28/D.1/TL.01/05/2019, tanggal 20 Mei 2019 atas nama saudara:

Nama	:	**NAFISAH**
NPM	:	14121797
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS` SPEAKING ABILITY THROUGH DRAMA TECHNIQUE AMONG THE ELEVENTH GRADERS AT SMA N 01 SENDANG AGUNG CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 20 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003
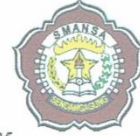
Nomor   :   421.3/**489** /V.01/SMA/2019
Lampiran   :   ---
Perihal   :   Telah Melaksanakan Penelitian

Kepada
Yth. Wakil Dekan I
     Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro
Di
     Metro

Yang bertanda tangan di bawah ini :

     Nama   : Dra. Hj. SRINU, M.M.Pd
     NIP   : 19630715 198303 2 005
     Jabatan   : Kepala Sekolah
     Unit kerja   : SMA NEGERI 1 SENDANG AGUNG
     Alamat   : Jalan Raya Sendangrejo Kecamatan Sendang Agung
                     Kabupaten Lampung Tengah 34178

Berdasarkan Surat dari IAIN METRO Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1513/In.28/D.1/TL.01/05/2019 mengenai penugasan observasi/survey di SMA NEGERI 1 SENDANG AGUNG dalam rangka penulisan Tugas Akhir/Skripsi oleh :

     Nama   : NAFISAH
     NPM   : 14121797
     Semester   : 10 (Sepuluh)
     Jurusan   : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian/survey di SMA NEGERI 1 SENDANG AGUNG. Demikian surat keterangan ini kami buat dengan sebenar-benarnya, atas perhatiannya kami ucapkan terima kasih.

                                      Sendang Agung, 19 Juni 2019
                                      Kepala SMAN 1 Sendang Agung

                                      Dra. Hj. SRINU, M.M.Pd
                                      NIP. 19630715 198303 2 005

Measurement of Students' Speaking Skill

Aspect	Category	Indicators
Fuency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropiate words or expresions.
	3 (Good)	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (Fair)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (Poor)	The students speaks so little that no "fluent" speech can be said occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of rythm, intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rythm, intonation and pronunciation require more careful listening ; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (Fair)	Comprehension suffers due to frequent errors in rythm, intonation and pronunciation.
	1 (Poor)	Words are unintelligible
Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (Fair)	Limited use of vocabulary with frequent inappropriacies.

	1 (Poor)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (Excellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Fair)	Speech is broken and distorted by frequent errors.
	1 (Poor)	Unable to construct comprehensible sentences.
Interactional strategies/ Comprehension	4 (Excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistenly.
	2 (Fair)	Interaction ineffective. Can seldom develop an interaction.
	1 (Poor)	Understanding and interaction minimal.

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE I

Day/Date :
School :
Class :

No	Name	Students activities					Total
		1	2	3	4	5	
1	Adi Purnomo						
2	Ani Umika						
3	Anisa Nur Pratiwi						
4	Danang Kurniawan						
5	Eli Irnawati						
6	Aric Adi Pratama						
7	Ermaelis Dewi.E						
8	Gesti Refita Sari						
9	Herlina Sari						
10	Icha Dwi Pangesti						
11	Icha Aurliasari						
12	Ihsan Mahmudi						
13	Leni Yunita Sari						
14	Lutfi Asyifah						
15	Ni Putu Ayu.S						
16	Niko Febrian						
17	Putri Wahyudi Zahro						
18	Ravenna Wulan.O						
19	Setianingsih						
20	Tiana Rizkiyanti						
21	Tiffani Eka Haerunisa						
22	Vika Puspita						
23	Wahyudi						
24	Wilianti						
25	Indra Lesmana						
	Total						
	Percentage (%)						

Notes:
- **Tick (√) for each positive activity**
- **The students' activities that observed are:**
  1   : The students pay attention the teacher explanation.
  2   : The students ask to the teacher about the material.
  3   : The students can following the learning process.
  4   : The students respond the teacher question.
  5   : The students result activity.

Sendang agung, mei 2019

Researcher

Nafisah
NPM; 14121797

Observation Sheet of the Teacher's Activities in Cycle I

Day/Date   :
School   :
Class   :

Teacher's Activity	Good	Enough	Less

1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process			
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material			
3. Post teaching a. Conclude the result Learning b. Close the learning activity			

Tick (√) for each positive activity.

Sendang Agung, Mei 2019
Researcher

Nafisah
NPM: 14127777

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE 2

Day/Date :
School :
Class :

No	Name	Students activities					Total
		1	**2**	**3**	**4**	**5**	
1	Adi Purnomo						
2	Ani Umika						
3	Anisa Nur Pratiwi						
4	Danang Kurniawan						
5	Eli Irnawati						
6	Aric Adi Pratama						
7	Ermaelis Dewi.E						
8	Gesti Refita Sari						
9	Herlina Sari						
10	Icha Dwi Pangesti						
11	Icha Aurliasari						
12	Ihsan Mahmudi						
13	Leni Yunita Sari						
14	Lutfi Asyifah						
15	Ni Putu Ayu.S						
16	Niko Febrian						
17	Putri Wahyudi Zahro						
18	Ravenna Wulan.O						
19	Setianingsih						
20	Tiana Rizkiyanti						
21	Tiffani Eka						
23	Haerunisa Wahyudi						
22	Vika Puspita						
24	Wiliam						
25	Indra Lesmana						
	Total						
	Percentage (%)						
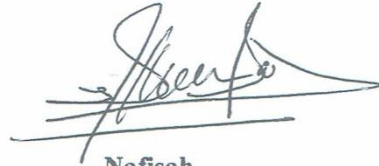
Notes :
- **Notes:for each positive activity**
- **Tick(√)**

- **The students' activities that observed are:**
  1 : The students pay attention the teacher explanation.
  2 : The students ask to the teacher about the material.
  3 : The students can following the learning process.

4   : The students respond the teacher question.
5   : The students result activity.

Sendang agung, juni 2019

Researcher

Nafisah
14121797

Observation Sheet of the Teacher's Activities in Cycle II

Day/Date   :
School   :
Class   :

Teacher's Activity	Good	Enough	Less
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will be given f. Ability in opening the learning process			
5. While teaching f. Inform the objective of learning g. Explain the material chronological h. Guide the students follow the lesson i. Motivate the students j. Guide the students to practice the material			
6. Post teaching c. Conclude the result Learning d. Close the learning activity			

Tick (√) for each positive activity.

Sendang agung, juni 2019

Researcher

Nafisah
14121797

SILABUS SMA/MA

Mata Pelajaran   : BAHASA INGGRIS-WAJIB
Kelas   : XI
Kompetensi Inti   :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2:Menghayati dan mengamalkanperilakujujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan 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 danmetakognitifberdasarkan 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

	MateriPokok	**Pembelajaran**
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannyadan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak

	MateriPokok	Pembelajaran
perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	menggunakan ungkapan memberi saran dan tawaran dan meresponnya *Ungkapan* Saran dan tawaran: *Why don't you…* *What about …?* *You should …* *You can ….* *Do you need ….?* *Unsurkebahasaan* (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	komunikasi **Mempertanyakan (questioning)** • Dengan pertanyaanpengarahdariguru, siswa mempertanyakan: - Fungsisosial - Ungkapan yang digunakanuntukmemberi saran dantawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. **Mengeksplorasi** • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunandalamberkomunikasi **Mengasosiasi** • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan

	MateriPokok	**Pembelajaran**
		responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.
		• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
		• Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain
		Mengkomunikasikan
		• Siswa bermain peran memberi saran dan tawaran serta responnya
		• Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.
		• Siswamembuat 'learning journal'

Sendang Agung,   Juni 2019

Mengetahui,
KepalaSMAN 01 Sendang Agung

Guru bidang bahasa inggris

Dra.Hj.Srinu,M.MPd
NIP: 196307151983032005

Rofiqotul Maula, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan   **: SMAN 01 Sendang Agung**

Mata Pelajaran   **: Bahasa Inggris**

Kelas / Semester   **: XI/ 11**

Pokok Bahasan   **: percakapan tentang malin kundang**

Alokasi Waktu   **: 4 x 2 JP**

A. KOMPETENSI INTI (KI)

B. KI 1**:** mengungkapkan wacana sastra dalam bentuk dengan melkukan percakapan.

C. KI 2:Menghayati dan memahami alur cerita, makna, pesan dan pelajaran dari dalam cerita melalui percakapan yang di praktikan.

D. KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan meta kognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, 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 isi cerita.

E. KI 4: Mengolah, dan mempraktikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya dari cerita secara berkelompok, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai pesan yang ada dalam cerita.

B. KOMPETENSI DASAR (KD)

g. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.1   Mengekspresikan diaog berdasrkan cerita yang telah di berikan.

Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan

4.1   merespon ungkapan memberi saran dan tawaran, dengan memperhatikan

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai

konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Menanggapi penamilan diaog percakapan dalam cerita

- Mengekspresikan dialog sesuai dialog percakapan

- Mengidentifikas ungkapan , makna, pesan dan pelaaran dari dalam cerita

- Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya.

- Menirukan pengucapannya dan menuliskan dialog cerita.

- Membandingkan perbedaan antara berbagai ungkapan memberi saran dan dan meresponnya dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.

- Mengidentifikasi pengucapan dan isi teks yang berisi ungkapan memberi saran dan responnya.

- Menyusun teks ungkapan memberi saran ,pesan dan nasihat, secara lisan dan tertulis berdasarkan cerita yang akan di bawakan (simulasi, dan kegiatan lain yang terstruktur.

- Melakukan percakapan dan menulis memberi saran dan tawaran dan responnya secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan /dipelajari.

D. MATERI PEMBELAJARAN

Fakta

- Bahasa Inggris merupakan bahasa Internasional.
- Cara Pengucapan dan pronouncation, fluency, gramaatical, vocabulary, interactional dalam percakapan sehari-hari merupakan salah satu materi bahasa Inggris kelas XI semester 1.

Konsep

Penggunaan pronoucation dan grammatical language di dalam cerita, **Narrator : Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother.Malin Kundang was a healthy, dilligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.**
One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which   was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Malin   : "Mother, I want to go sailing overseas….." asked Malin Kundang one day to his mother.

Mother : "No, Malin, mom will not let you"

Malin : "Mother, if I stay here, I'll always be a poor man. I want to be a successful person,

        (urged Malin kundang. His mother wiped her tears)

Mother : "If you really want to go, I can't stop you. I could only pray to God for you to be

        success in your life," said his mother wisely. "But, promise me, you'll come home."

Malin   : I'll promise mom

Narrator : In the next morning, Malin Kundang was ready to go. Three days ago, he met one of

the successful ship's crew. Malin was offered to join him.

Mother : "Take care of yourself, son," said Malin Kundang's mother , she gave him

some food

Malin : "Yes, Mother," Malin Kundang said.

Mother : "You too have to take a good care of yourself. I'll keep in touch with you,"

He continued before kissing his mother's hand. Before Malin stepped into the ship, Malin's mother hugged him tight as if she didn't want to let him go.

mother : God bless you malin!

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin kundang home. Every day and night, she prayed to , God for her son's safety.

Mother : God,please save my son Malin…

Malin back to home..

Narrator : Many years later, Malin Kundang became a wealthty merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers reconigzed him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here.   His mother, in deepful sadnees after years of loneliness, ran to the beach to meet her beloved son again.

People : "Malin come home… malin come home…

Malin Kundang became a rich man and now he is here".

Mother : "Malin, you're back, son!" said (Malin Kundang's mother and without hesitation, she

came running to hugh Malin Kundang) "I miss you so much."

Malin : "who are you? . I don't know you .You're not my mother. My mother would never

wear ugly clothes like you," said Malin Kundang ,he pretended not to recognize her

mother.

Mother : "Malin…You don't recognize me? I'm your mother!" (she said sadly).

Malin : "Guard, take this old women out of here,"(Malin Kundang ordered his bodyguard)   Give her some money so she won't disturb me again!" Malin Kundang's mother cried as

She was dragged by the bodyguard,

Mother :"Malin… my son. Why do you treat me like this?"

M wife: what is it? Who is this old woman?

Malin : I don't know…

M wife :Are you okay ? why are you crying ?

Malin   : no dear.. he was a beggar

Mother : Malin… I'm you mother ………

Malin : go way ! you are not my mother… my mother is dead

Guard, take this old women out of here," Malin Kundang ordered his bodyguard. "Give her some money so she won't disturb me again!"

(Malin Kundang's mother cried as she was dragged by the bodyguard).

Mother :"Malin… my son. Why do you treat me like this?"

Malin… I'm you mother ..(. malin's mom cry and holding Malin's feet)

Malin : "please stop it, ! I have never had a mother like you, a dirty and ugly peasant!"

OK. Let's go from here.(Then he ordered his crews to set sail).

Mother : Malin, my son .. if you don't recognize your mother, your life will be miserable ..if you

were my son, malin.I cursed you, you better be a stone

Jelegerr !! lightning suddenly heard

Narrator: Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.
In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologized. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

Malin : mom…. I'm sorry !!

Mother : you're late son

Malin : moooooooooom (sad expression).

Narrator; Malin had not apologized and regretted his actions .. eventually
he turned into a stone. He was punished because he is not admitting his own mother.

E. METODE PEMBELAJARAN
1. Metode cooperative learning
2. Drama Technique

F. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Video pembelajaran tentang dialog yang membicarakan tentang kegiatan yang sedang dilakukan.

- Laptop, Speaker.

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas XI Bahasa Inggris, *When English Rings a Bell,* Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014

- Internet, youtube

- Kamus Bahasa Inggris

G. LANGKAH – LANGKAH PEMBELAJARAN
PERTEMUAN KE-1

l.   Langkah-Langkah Pembelajaran

Kegiatan Awal (10 menit)

- Mengamati dan mengarahkan sikap siswa agar lebih fokus dan siap memulai pelajaran.

- Mengawali pembelajaran dengan mengucapkan salam, berdoa dan sapaan lainnya.

- Menguraikan secara singkat dan jelas tentang tujuan pembelajaran yang akan dicapai.

Kegiatan Inti (70 menit)

Mengamati

- Mengamati dialog yang berhubungan dengan penggunaan pronounciation, fluency, gramaatical, vocabulary, interactional dalam dialog.

- Menyimak penjelasan singkat dari guru tentang penggunaan pronounciation, fluency, gramaatical, vocabulary, interactional dalam dialog.

Menanya

- Siswa menanyakan mengenai penggunaan pronounciation, fluency, gramaatical, vocabulary, interactional dalam dialog.

- Siswa lainnya memberi tanggapan atas pertanyaan yang muncul terkait penggunaan pronounciation, fluency, gramaatical, vocabulary, interactional dalam dialog.

- Guru memberi apresiasi atau tanggapan terhadap pertanyaan yang muncul serta terhadap tanggapan dari siswa lainnya terkait penggunaan pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialog.

Mengeksplorasi

- Menentukan sumber informasi berkaitan dengan penggunaan pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialog.
- Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang penggunaan pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialog.

Mengasosiasikan

- Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai penggunaan pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialog.
- Menganalisis hasil temuannya berkaitan dengan penggunaan of pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialog.

Mengkomunikasikan

- Mempresentasikan kesimpulan berdasarkan hasil temuan penggaliannya dari beberapa sumber belajar terkait penggunaan pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialog.
- Menyampaikan hasil belajar atau hasil temuan tentang penggunaan pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialogdi depan kelas.
- Membuat laporan tertulis terkait penggunaan pronouncation, fluency, gramaatical, vocabulary, interactional dalam dialog.

Kegiatan Akhir (10 menit)

- Menyimpulkan materi ajar yang sudah dipelajari bersama-sama untuk memberikan penguatan.
- Memberikan nasehat, saran dan petunjuk yang dapat memotivasi belajar siswa.

H. PENILAIAN HASIL BELAJAR

1. TeknikPenilaian   : Unjuk kerja

2. Bentuk   : berakting dalam drama

3. Instrumen   : *Work in group*

Rubrik Penilaian Aspek Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjuka nsikap santun	5
		Sering menunjukan sikap santun	4
		Beberapa kali menunjukan sikap santun	3
		Pernah menunjukan sikap santun	2
		Tidak pernah menunjukan sikap santun	1
2	Bertanggung jawab (responsible)	Sangat sering menunjukan sikap bertangung jawab	5
		Sering menunjukan sikap bertanggung jawab	4
		Beberapa kali menunjukan sikap bertanggung jawab	3
		Pernah menunjukan sikap bertanggung jawab	2
		Tidak pernah menunjukan sikap bertanggung	1
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama	5
		Sering menunjukan sikap kerjasama	4
		Beberapa kali menunjukan sikap kerjasama	3
		Pernah menunjukan sikap kerjasama	2
		Tidak pernah menunjukan sikap kerjasama	1
4	Disiplin	Sangat sering menunjukan sikap	5

		disiplin	4
		Sering menunjukan sikap disiplin	3
		Beberapa kali menunjukan sikap disiplin	2
		Pernah menunjukan sikap disiplin	1
		Tidak pernah menunjukan sikap disiplin	
5	Percaya diri (confidence)	Sangat sering menunjukan sikap percaya diri	5
		Sering menunjukan sika ppercaya diri	4
		Beberapa kali menunjukan sikap percaya diri	3
		Pernah menunjukan sikap percaya diri	2
		Tidak pernah menunjukan sikap percaya diri	1

Sendang Agung,   Juni 2019

Mengetahui,
KepalaSMAN 01 Sendang Agung   Guru bidang bahasa inggris

Dra.Hj.Srinu,M.MPd   Rofiqotul Maula, S.Pd
NIP: 196307151983032005

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan	**:**	**SMAN 01 Sendang Agung**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas / Semester	**:**	**XI/ 11**
Pokok Bahasan	**:**	**percakapan tentang cinderella**
Alokasi Waktu	**:**	**4 x 2 JP**

F. KOMPETENSI INTI (KI)

G. KI 1**:** mengungkapkan wacana sastra dalam bentuk dengan melkukan percakapan.

H. KI 2:Menghayati dan memahami alur cerita, makna, pesan dan pelajaran dari dalam cerita melalui percakapan yang di praktikan.

I. KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan meta kognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, 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 isi cerita.

J. KI 4: Mengolah, dan mempraktikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya dari cerita secara berkelompok, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai pesan yang ada dalam cerita.

B. KOMPETENSI DASAR (KD)

g.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3.1   Mengekspresikan diaog berdasrkan cerita yang telah di berikan.

Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan

4.1   memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur

kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Menanggapi penamilan diaog percakapan dalam cerita
- Mengekspresikan dialog sesuai dialog percakapan
- Mengidentifikas ungkapan , makna, pesan dan pelaaran dari dalam cerita
- Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya.
- Menirukan pengucapannya dan menuliskan dialog cerita.
- Membandingkan perbedaan antara berbagai ungkapan memberi saran dan dan meresponnya dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.
- Mengidentifikasi pengucapan dan isi teks yang berisi ungkapan memberi saran dan responnya.
- Menyusun teks ungkapan memberi saran ,pesan dan nasihat, secara lisan dan tertulis berdasarkan cerita yang akan di bawakan (simulasi, dan kegiatan lain yang terstruktur.
- Melakukan percakapan dan menulis memberi saran dan tawaran dan responnya secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan /dipelajari.

F. MATERI PEMBELAJARAN

Fakta

- Bahasa Inggris merupakan bahasa Internasional.

- Cara Pengucapan dan ungkapan greeting, request, permision, apologize dalam percakapan sehari-hari merupakan salah satu materi bahasa Inggris kelas XI semester 1.

- Konsep Penggunaan ungkapan greeting, request,permision, apologize di dalam cerita,

CINDERELLA DRAMA SCRIPT

SCENE 1

Once upon a time, there was a pretty lady. Her named Cinderella. She lived with her steps family. But, her steps family pretended her like a servant.

Alice : Cinderella…, Cinderella…, Cinderella…!
Cinderella : Wait, I'm coming. Why do you call me?
Alice : Morning cinderella !! look at that. The floor is dirty. Clean it quickly.
Julie : no, no, no, Cinderella. I'm hungry now, cook some food first.
Alice : Julie, the floor is dirty.
Julie : Alice, I'm hungry
Alice : I don't care, the floor is dirty
Cinderella : May I say some things?
Julie : NO!!
Step mother : What's happen in here?
alice : No, mom. Nothing.
Julie : Look at that (mouse)
Step mother : Kill it now!
Cinderella : Don't touch it. Let it go away
Step mother : Cinderella, are you sure….
Cinderella : I'm sure mom. If we let it go, it won't come back to here.
Step mother : What are talking about? I wouldn't say it. I would say 'are you sure want to get new punish?

Cinderella   : a…, a…, a…

Step mother   : Okay, let it go away. Then clean the floor and cook some food quickly. And you can't dinner tonight

Cinderella   : okay, mom.

It usually happen everyday. Cinderella got big punishes everyday. One day, in the other side, in the castle, there was a charming prince. His named Prince. His mother wanted him to marry quickly, But he always disagree.

SCENE 2

Queen   : Prince, What do you want? You want to this country be bad?

Prince   : No, mom. But I want to enjoy with my life now. And if my time to marry

                    comes, I'll marry, mom.

Queen   : Actually, it is easy for you, Prince.

Prince   : Okay. But give me time to think about it again, please.

Queen   : Two weeks for you, Prince. After this, no time for you anymore and we

                    need your answer on time. Do you understand?

Prince   : yes,mom.

SCENE 3

After two weeks, Prince had found his answer. He had been ready to married. And his mother had found a way to find Prince's wife.

Prince   : Mom, I agree with you. I agree to marry. But….

Queen   : Why? What is wrong?

Prince   : No. every things is rights. I just want to say I don't know with whom I have to marry, mom

Queen   : ha…ha…ha…, don't be nervous. We have thought it. We will make a party forall ladies in this country. Then, you can choose one of them to be your wife. Do you agree about it.

Prince   ; I agree, mom

After that, the Castle Guard spread that party to all houses in that country. Every lady could come to that party, then, the Guard had come to the Cinderella's house.

Queen   : Attention, for all ladies in this country. Prince invited you to

come to his   dance party. Every lady can come. That party will be at Saturday night this week.

                         Thanks for your attention.

          SCENE 4
Cinderella wanted to come to that party. Unluckily, her step mother didn't give her permission to go there and always gave her heavy tasks and punishes.
At the time for party, Cinderella felt very sad. She wanted come there, but she couldn't do it. Her step mother didn't let her went there.

Cinderella   : Mom,May id like to come to the castle too. Mom, may I ?

Stepmother   : No, cinderella ! to have lots if thing to do back here in the kitchen. And

                         your face, you're not pretty. The prince will not interesting with you.
Alice   : Look at you Cinderella! You should be ashamed.

Julie   : You don't have beautiful gown like ours, what will you wear out there!

Cinderella   : may I borrow yours…

Alice   : No way !! your smell like a three year unbathing girl.

Stepmother   : No Cinderella! Just go back to the kitchen and clean the pot till it shinny, after that you have to clean the garden, and hurry, Go……Go…….Go….!

SCENE 5
Cinderella felt very sad by do the task.She is crying. Suddenly, a kind fairy came to her. The Fairy wanted to help Cinderella.

Cinderella   : Oh, God. I want to come to that party. But I can't. I have to finish it first. Hey,
                         what is that? W-who a-are y-you
Fairy   : Don't be afraid. I'm just a fairy. I come to help you.
Cinderella   : Thank you.
Fairy   : Now, wish your face.
Cinderella   ; Okay
Fairy   : Then, this…(cinderella clothes turned into a dress)
Fairy   : Now, you can go there. But, remember, my magic just can until twelve o'clock
                         this midnight. So, you have to go home before the bells ring.

Cinderella   : Okay, Miss. But how about my task and punishes?
Fairy   : Don't worry. I will have done when you go.
Cinderella1   : Thank you.
Fairy   : You're welcome. Let's wear it! I'm in here. Then, you can go there.

SCENE 6
Cinderella went to the party. In that party, the Prince bored. All ladies invited Prince to dance with them. But the Prince didn't want to do it.

Queen   : my son, what are you thinking ? look at those pretty lady.. go down and dance
                with them. Pick the one you love.
Prince   : Yes mom, but I don't know. My heart says nothing. I don't want to disappoint you too, mom
Alice   : Will you dance with me?
Prince   : I'm sorry, but I can't. Thanks for your invitation.
Alice   : Don't worry. I can dance with my friends.

Julie   : Look at me! He will dance with me!.
Alice   : That's impossible. I'm more beautiful than you, but he didn't want with me.
Julie   : excuse me, Charming Prince, Will you dance with me?
Prince   : I'm sorry, but I can't. Thanks for your invitation.
Julie   : But why are you feeling you can't? Maybe I can help you?
Prince   : Thanks, but, I can't dance now. Thanks for your Participations.
Julie   : You're welcome.
Julie   : But I can talk with him longer than you!
Alice   : Yes, But he just say Thanks…, I'm sorry…, then thanks… again!
Julie   : SHUT UP!

SCENE 7
Then, When Cinderella came lately; the Prince surprised with her and felt falling in love to her. But, no one knew if she was Cinderella, except Cinderella, God and the Fairy. Cinderella looked very beautiful. She looked like a beautiful Princess from the Castle in other Country.

Prince   : Oh, God. Thanks. You give me a pretty woman.

Prince   : Hi, lady. Will you dance with me?
Cinderella   : Sure

      Cinderella and the prince danced romantically and her step sister was jealous to them. Suddenly, the bell rang.

Alice	: Look at that. Actually, we can like that with the Prince
Julie	: What do you say, we, I think it just me?
Alice	: huh, look at your self. You are ugly.
Julie	: But I'm more beautiful than you.
Alice	: It is wrong!!!
Julie	; No it is true.
Alice	: No
Julie	: Look at that.

SCENE 8

Prince	: Lady, you look beautiful. May I ask some things?
Cinderella	: Sure.
Prince	: May I know your name
Cinderella	: Of course. My name is….
(The bells rang)	
Cinderella	: Oh, sorry Prince. I must go home now.
Prince	: No, lady. Stay in here, please.
Cinderella	: I'm sorry, Prince.
Prince	: Lady, don't leaf me. Lady…lady…lady…

Cinderella went home quickly. But the Prince felt sad. And luckily, Cinderella's glass shoe left when she run away.

Queen : Don't be sad, Prince. You can get her. Look at that. Her shoe left. Yo

can find the owner.

Prince : Brilliant, Thank you. Stop this party and we will look for the owner tomorrow.

SCENE 9
In the next day, Prince and his guards looked for the owner of that glass shoe. But, no one can use that shoe. Then they came to the Cinderella's house.

Queen	: Excuse me….excuse me…excuse me.
Step mother	: wait…wait… I'm coming. Oh, Prince why are you come here?
Queen	: Prince will look for the owner of it. Prince will marry with the owner.
	Did your daughter come to the party last nightt
Step mother	: Oh, yes. They came to that party
Queen	: Call them now.
Step mother	: Alice…, Julie…, come here!
Step Sister	: Why do you call me, Mom? Oh, Prince.
Prince	: Okay, try it.
Julie	: Oh, yah. I'm first, Alice.

(Julie couldn't use it)
Alice   : Look at you. The princess is me.
               (Alice couldn't use it, too.)
               (Some thing felt in the kitchen)
Prince   : What is that? Let me check it.

SCENE 10
Prince   : Hey, who are you?
Cinderella   : I'm Cinderella.
Prince   : Who is she?
Step mother   : 'A… just a servant
Prince   : Try it.
Step mother   : But, Prince, she just a servant.
Prince   : I don't care.
(Cinderella could use it)
Prince   : Wonderful ! Cinderella, will you marry me?
Cinderella   : Sure.
Prince   : Okay. Lets we go to the castle!
Cinderella   : yah, but….
Prince   : hmm. Okay. If in your depend it's good for you, why not?
Cinderella   : Thanks, Prince.
Prince   : I'll do anything for you.
Step mother   : a…., Cinderella. Now you can live happily with him and live in the
               castle. So, we're sorry for our pretended to you.
Alice   : Yes, Cinderella. I and Julie are sorry, we have been jealous to you.
Cinderella   : Don't worry. I have forgiven you in the first time. And I want you to
               live in the castle with us.
Julie   : Oh, Cinderella. You are a perfect lady. Thank you very much, Cinderella.
Cinderella   : You're Welcome.
Prince   : Cinderella! Let's go.
Cinderella   : Yes, Prince.

Finally, Cinderella and Prince married. Cinderella's steps family lived with them in the castle. They didn't pretended Cinderella like a servant anymore. And they lived happily ever after in the castle.
THE END
G. METODE PEMBELAJARAN
   3. Metode cooperative learning

   4. Drama Technique

F. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Video pembelajaran tentang dialog yang membicarakan tentang kegiatan yang sedang dilakukan.

- Laptop, Speaker.

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas XI Bahasa Inggris, *When English Rings a Bell,* Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014

- Internet, youtube

- Kamus Bahasa Inggris

G. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

l.   Langkah-Langkah Pembelajaran

Kegiatan Awal (10 menit)

- Mengamati dan mengarahkan sikap siswa agar lebih fokus dan siap memulai pelajaran.

- Mengawali pembelajaran dengan mengucapkan salam, berdoa dan sapaan lainnya.

- Menguraikan secara singkat dan jelas tentang tujuan pembelajaran yang akan dicapai.

Kegiatan Inti (70 menit)

Mengamati

- Mengamati dialog yang mengandung ungkapan greeting, request,permision, apologize dalam dialog.

- Menyimak penjelasan singkat dari guru tentang penggunaan greeting, request,permision, apologize dalam dialog.

- Siswa menanyakan mengenai penggunaan greeting, request,permision, apologize dalam dialog.
- Siswa lainnya memberi tanggapan atas pertanyaan yang muncul terkait penggunaan greeting, request,permision, apologize dalam dialog.
- Guru memberi apresiasi atau tanggapan terhadap pertanyaan yang muncul serta terhadap tanggapan dari siswa lainnya terkait penggunaan greeting, request,permision, apologize dalam dialog.

Mengasosiasikan

- Menentukan sumber informasi berkaitan dengan penggunaan greeting, request,permision, apologize dalam dialog.
- Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang penggunaan greeting, request,permision, apologize dalam dialog.

Mengasosiasikan

- Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai greeting, request, permision, apologize dalam dialog.
- Menganalisis hasil temuannya mengenai greeting, request,permision, apologize dalam dialog.
- Mempresentasikan kesimpulan berdasarkan hasil temuan penggaliannya dari beberapa sumber belajar terkait ungkapan greeting, request,permision, apologize dalam dialog.
- Menyampaikan hasil belajar atau hasil temuan tentang ungkapan greeting, request,permision, apologize dalam dialog di depan kelas.
- Membuat laporan tertulis terkait ungkapan greeting, request,permision, apologize dalam dialog.

Kegiatan Akhir (10 menit)

- Menyimpulkan materi ajar yang sudah dipelajari bersama-sama untuk memberikan penguatan.
- Memberikan nasehat, saran dan petunjuk yang dapat memotivasi belajar siswa.

J. UNGKAPAN

GREETING
Morning cinderella !!.

REQUESTING
Clean it quickly..
Mom,May id like to come to the castle too. Mom, may I ?
. I want to come to that party..
Will you dance with me?
Hi, lady. Will you dance with me?
will you marry me?

PERMISION
May I say some things..
may I borrow yours…
May I ask some things?
May I know your name..
Excuse me….excuse me…excuse me.

APOLOGIZE
I'm sorry, but I can't. Thanks for your invitation.
 I'm sorry…, then thanks… again!
I'm sorry, Prince.

H. PENILAIAN HASIL BELAJAR

    1. Teknik Penilaian   : Unjuk kerja

    2. Bentuk   : berakting dalam drama

    3. Instrumen   : *Work in group*

Rubrik Penilaian Aspek Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent Good Fair Poor	4 3 2 1
2	Intonasi	Excellent Good Fair Poor	4 3 2 1
3	Ketelitian	Excellent Good Fair	4 3 2

		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjuka nsikap santun	5
		Sering menunjukan sikap santun	4
		Beberapa kali menunjukan sikap santun	3
		Pernah menunjukan sikap santun	2
		Tidak pernah menunjukan sikap santun	1
2	Bertanggung jawab (responsible)	Sangat sering menunjukan sikap bertangung jawab	5
		Sering menunjukan sikap bertanggung jawab	4
		Beberapa kali menunjukan sikap bertanggung jawab	3
		Pernah menunjukan sikap bertanggung jawab	2
		Tidak pernah menunjukan sikap bertanggung	1
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama	5
			4

		Sering menunjukan sikap kerjasama	3
		Beberapa kali menunjukan sikap kerjasama	2
			1
		Pernah menunjukan sikap kerjasama	
		Tidak pernah menunjukan sikap kerjasama	
4	Disiplin (discipline)	Sangat sering menunjukan sikap disiplin	5
			4
		Sering menunjukan sikap disiplin	3
		Beberapa kali menunjukan sikap disiplin	2
			1
		Pernah menunjukan sikap disiplin	
		Tidak pernah menunjukan sikap disiplin	
5	Percaya diri (confidence)	Sangat sering menunjukan sikap percaya diri	5
		Sering menunjukan sika ppercaya diri	4
		Beberapa kali menunjukan sikap percaya diri	3
		Pernah menunjukan sikap percaya diri	2
		Tidak pernah menunjukan sikap percaya diri	1

Sendang Agung,   Juni 2019

Mengetahui,
KepalaSMAN 01 Sendang Agung   Guru bidang bahasa inggris

Dra.Hj.Srinu,M.MPd   Rofiqotul Maula, S.Pd
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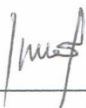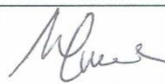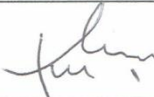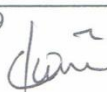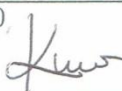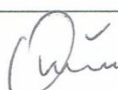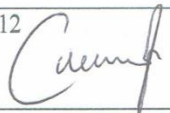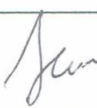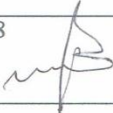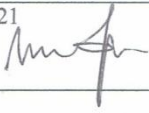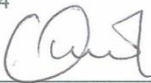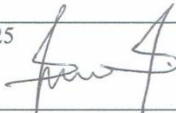
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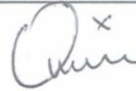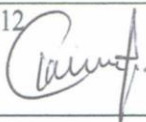
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6	CAHYATI		7
7	DIAN PUSPITA SARI	8	
8	EDI SETIAWAN		9
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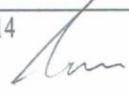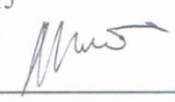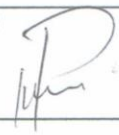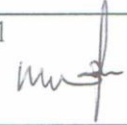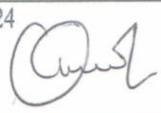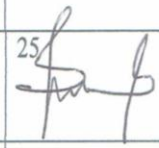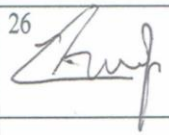
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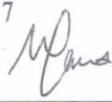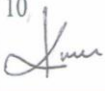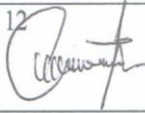
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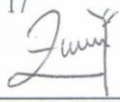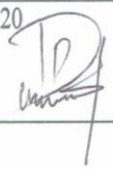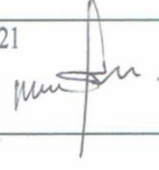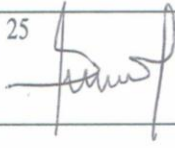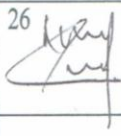
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7	DIAN PUSPITA SARI	8	
8	EDI SETIAWAN		9
9	EKA TITIN RAHAYU	10	
10	FATERICA MAUDI MONICA		11
11	IBNU ROZAL	12	
12	JERLA ANGGITA		13

13	LALA NURUL WAHYUNI	14	
14	MARATUS SOLEHAH		15
15	MEIMITA SARI	16	
16	MUHHAMAD ALI		17
17	NADYA SAPUTRI	18	
18	PUPUT ALFIANI		19
19	RIZKI INDAH RAMADHANI	20	
20	SEPTAN EFENDI		21
21	SISKA DAMAYANTI	22	
22	SITI AMINAH		23
23	SRI RAHMAWATI	24	
24	YOLANDA SEPTIANA		25
25	YONGKI MA'FIROH	26	
26	YULIANTI		27

Pre Test

Name : muhamad ali

Class : xi mipa 1

My name is. muhamad ali .my nick name is. ali .

I was born in kalirejo on Sep. 5 – 2001 .

My hobby is. .Singing , i have a dream to be.. actor .

I live in. Sendang agung , my fathers name is . Soniad and my mother's name is . . Suleha

I have. 1 sibling. . ‒ brother and ‒ .sister.

Now i've school in SMAN 01 SENDANG AGUNG, i really love this place, and it will be my sweet scholl forever after.

Pre Test

Name : yulianti

Class : XI Mipa 1

My name is. .yulianti .my nick name is. yuli .

I was born in Sendang Baru on Sep, 19 - 2001 .

My hobby is .Listening Music.i have a dream to be.. Singer .

I live in. Sendang Baru , my fathers name is .Dedi. and my mother's

name is . Sri. .

I have. 1 sibling. . — brother and ~ .sister.

Now i've school in SMAN 01 SENDANG AGUNG, i really love this place, and it will be my

sweet scholl forever after.

Pre Test

Name : Puput Alfiani

Class : XI MIPA 1

My name is. Puput Alfiani.my nick name is. Alfi.

I was born in Sendang Baru on Dec, 18 2002 .

My hobby is . Drawing , i have a dream to be. Nurse.

I live in Sendang. Baro. , my fathers name is Supangat and my mother's

name is . Rahmawati

I have. 2 sibling, . ¯ brother and .1 .sister.

Now i've school in SMAN 01 SENDANG AGUNG, i really love this place, and it will be my

sweet scholl forever after.

Pre Test

Name : Nadya Saputri

Class : XI mipa 1

My name is. Nadya Saputri .my nick name is. Nadia.

I was born in kalidadi on Agust, 18 2001 .

My hobby is . . Writing , i have a dream to be. . Doctor .

I live in Sendang. Agr. , my fathers name is . Agus and my mother's
name is . . . Tina

I have. 3. sibling, . 2 brother and — .sister.

Now i've school in SMAN 01 SENDANG AGUNG, i really love this place, and it will be my
sweet scholl forever after.

Pre Test

Name : Siti Aminah

Class : XI MiPa 1

My name is. Siti Aminah .my nick name is. Siti .

I was born in Kalirejo on Mei, 5 - 2001 .

My hobby is playing football , i have a dream to be.. Athlete Women .

I live in Sendan. Rejo. , my fathers name is . Ali. and my mother's
name is . Laila

I have. 4 . sibling. . 1 brother and 3 .sister.

Now i've school in SMAN 01 SENDANG AGUNG, i really love this place, and it will be my
sweet scholl forever after.

Observation Sheet of the Teacher's Activities in Cycle I

Day/Date : *mei 2019*

School : *Sma n 01 Sendang agung*

Class : *Xi mipa*

Teacher's Activity	Good	Enough	Less
1. Pre Teaching	✓		
a. Prepare the lesson plan		✓	
b. Prepare the material that will be given		✓	
c. Ability in opening the learning process	✓		
2. While teaching	✓		
a. Inform the objective of learning	✓		
b. Explain the material chronological	✓		
c. Guide the students follow the lesson	✓		
d. Motivate the students	✓		
e. Guide the students to practice the material	✓		
3. Post teaching		✓	
a. Conclude the result Learning	✓		
b. Close the learning activity	✓		

Tick (√) for each positive activity.

Sendang Agung, juni 2019

Researcher

Nafisah
: 14121797

Observation Sheet of the Teacher's Activities in Cycle II

Day/Date   :   *uni 20cy*
School   : *Sman o1 Sendan agung*
Class   : *xi mipa*

Teacher's Activity	Good	Enough	Less
4. Pre Teaching	✓		
d. Prepare the lesson plan		✓	
e. Prepare the material that will be given	✓		
f. Ability in opening the learning process	✓		
5. While teaching	✓		
f. Inform the objective of learning	✓		
g. Explain the material chronological	✓		
h. Guide the students follow the lesson	✓		
i. Motivate the students	✓		
j. Guide the students to practice the material	✓		
6. Post teaching		✓	
c. Conclude the result Learning	✓		
d. Close the learning activity	✓		

Tick (√) for each positive activity.

Sendang Agung, Mei 2019

Researcher

Nafisah
14121797

Scoring Of Students' Speaking Skill Of Pre-Test

No	Name	Criteria					Total	Score
		F	P	V	Ga	Is		
1	Adi prayoga	10	5	15	10	10	50	50
2	Adi wijayanto	10	5	15	10	20	60	60
3	Alfina aulia	15	5	15	10	20	65	65
4	Amanda rizki ay a	15	5	25	10	20	75	75
5	Annisa w	15	5	20	10	20	70	70
6	Apung dwi alfin	15	5	10	10	20	60	60
7	Asep setiawan	10	5	15	10	10	50	50
8	Fitriasari	15	5	15	10	20	65	65
9	Ayu putriana	10	5	15	15	20	65	65
10	Hndoko budiman	10	5	15	15	20	65	65
11	Khofifah nur f	20	5	15	15	10	65	65
12	Linda wulandari	20	5	15	15	10	65	65
13	Masriatul lailia	10	5	15	15	10	65	65
14	Muharom sulis.h	10	5	10	15	20	60	60
15	Nurhalimah	10	5	15	15	10	65	65
16	Riski setiawan	10	5	10	15	20	60	60
17	Rika anggraeni	10	5	10	15	20	60	60
18	Serli upita sari	15	5	15	10	20	65	65
19	Shinta dewi	20	5	10	15	15	60	60
20	Siti nurkholifah	25	5	10	15	15	65	65
21	Veryawan setyo	25	5	10	15	15	68	65
22	Vinatun	20	5	10	15	15	60	60
23	Yohanes bagas p	20	5	15	15	15	65	65
24	Yuni karina	10	20	25	10	15	85	85
25	Yusril iklimah	10	20	15	10	15	75	75
26	Yustika holida r	10	10	25	5	15	65	65
27	Afifah qurota ayun	10	10	10	10	10	50	50
	High Score						8.	85
	Lowest Score							50
	Average							63,5

Scoring Of Students' Speaking Skill Of Post Test I

No	Name	Criteria					Total	Score
		F	P	V	Ga	Is		
1	Adi prayoga	10	10	10	10	10	40	50
2	Adi wijayanto	10	5	20	10	20	65	65
3	Alfina aulia	10	5	20	10	20	65	65
4	Amanda rizki ay a	10	10	30	15	15	85	85
5	Annisa w	10	10	20	15	15	75	75
6	Apung dwi alfin	10	10	20	10	10	60	60
7	Asep setiawan	10	10	10	15	15	55	55
8	Fitriasari	15	10	10	25	5	65	65
9	Ayu putriana	10	15	10	25	10	75	70
10	Hndoko budiman	15	15	10	25	10	75	75
11	Khofifah nur f	10	10	10	25	10	65	65
12	Linda wulandari	10	10	10	25	10	65	65
13	Masriatul lailia	20	10	10	25	10	75	75
14	Muharom sulis.h	20	20	5	10	5	60	60
15	Nurhalimah	20	20	10	10	5	65	65
16	Riski setiawan	5	10	10	20	20	65	65
17	Rika anggraeni	10	10	10	20	20	70	70
18	Serli upita sari	20	20	10	10	10	70	70
19	Shinta dewi	10	20	10	10	10	60	60
20	Siti nurkholifah	15	20	15	10	10	75	75
21	Veryawan setyo	15	20	15	5	5	65	65
22	Vinatun	20	15	15	10	10	70	70
23	Yohanes bagas p	10	10	15	15	20	70	70
24	Yuni karina	10	25	15	15	20	85	85
25	Yusril iklimah	10	25	10	15	20	80	80
26	Yustika holida r	10	20	10	15	15	65	65
27	Afifah qurota ayun	10	10	15	10	10	55	55
	High Score							85
	Lowest Score							55
	Average							67.5

Scoring Of Students' Speaking Skill Of Post Test II

No	Name	F	P	V	Ga	Is	Total	Score
1	Adi prayoga	20	10	10	20	5		65
2	Adi wijayanto	20	20	20	10	20		80
3	Alfina aulia	20	20	10	10	15		75
4	Amanda rizki ay a	20	20	20	10	15		85
5	Annisa w	15	20	20	10	15		80
6	Apung dwi alfin	15	20	10	10	15		75
7	Asep setiawan	15	10	10	10	15		65
8	Fitriasari	10	20	20	10	15		75
9	Ayu putriana	20	10	25	10	15		80
10	Hndoko budiman	20	10	25	10	15		80
11	Khofifah nur f	20	10	15	10	15		75
12	Linda wulandari	20	10	15	10	15		75
13	Masriatul lailia	20	10	10	10	20		70
14	Muharom sulis.h	20	15	10	10	20		75
15	Nurhalimah	20	10	10	15	20		75
16	Riski setiawan	20	15	10	20	10		75
17	Rika anggraeni	20	15	15	20	10		85
18	Serli upita sari	20	15	15	10	15		75
19	Shinta dewi	20	15	15	10	10		70
20	Siti nurkholifah	20	15	25	10	10		85
21	Veryawan setyo	20	15	25	10	10		75
22	Vinatun	25	10	25	10	10		80
23	Yohanes bagas p	20	10	10	10	25		75
24	Yuni karina	20	20	10	25	20		90
25	Yusril iklimah	20	10	10	25	20		80
26	Yustika holida r	15	10	10	25	20		75
27	Afifah qurota ayun	20	10	10	10	10		60
	High Score							90
	Lowest Score							60
	Average							76.11

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE I

Day/Date   :

School   :

Class   :

No	Name	Students activities					Total
		1	2	3	4	5	
1	Adi prayoga	10	10	10	10	10	50
2	Adi wijayanto	10	5	20	10	20	65
3	Alfina aulia	10	5	20	10	20	65
4	Amanda rizki ay a	10	10	30	15	15	85
5	Annisa w	10	10	20	15	15	75
6	Apung dwi alfin	10	10	20	10	10	60
7	Asep setiawan	10	10	10	15	15	55
8	Fitriasari	15	10	10	25	5	65
9	Ayu putriana	10	15	10	25	10	70
10	Hndoko budiman	15	15	10	25	10	75
11	Khofifah nur f	10	10	10	20	10	65
12	Linda wulandari	10	10	10	25	10	65
13	Masriatul lailia	20	10	10	25	10	75
14	Muharom sulis.h	20	20	5	10	5	60
15	Nurhalimah	20	20	10	10	5	65
16	Riski setiawan	5	10	10	20	20	65
17	Rika anggraeni	10	10	10	20	20	70
18	Serli upita sari	20	20	10	10	10	70
19	Shinta dewi	10	20	10	10	10	60
20	Siti nurkholifah	15	20	15	10	10	70
21	Veryawan setyo	15	20	15	5	5	60
22	Vinatun	20	15	15	10	10	70
23	Yohanes bagas p	10	10	15	15	20	70
24	Yuni karina	10	25	15	15	20	85
25	Yusril iklimah	10	25	10	25	20	90
26	Yustika holida r	10	20	10	15	15	75
27	Afifah qurota ayun	10	10	15	10	10	55
	TOTAL PRECENTAGE						62,22%

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE II

Day/Date :
School :
Class :

No	Name	Students activities					Total
		1	2	3	4	5	
1	Adi prayoga	20	10	10	20	5	60
2	Adi wijayanto	20	20	10	10	20	80
3	Alfina aulia	20	20	10	10	15	75
4	Amanda rizki ay a	20	20	20	10	15	85
5	Annisa w	15	20	20	10	15	80
6	Apung dwi alfin	15	20	10	10	15	75
7	Asep setiawan	15	10	10	10	15	65
8	Fitriasari	10	20	20	10	15	75
9	Ayu putriana	20	10	25	10	15	80
10	Hndoko budiman	20	10	25	10	15	80
11	Khofifah nur f	20	10	15	10	15	75
12	Linda wulandari	20	10	15	10	15	75
13	Masriatul lailia	20	10	40	10	20	70
14	Muharom sulis.h	20	15	10	10	20	75
15	Nurhalimah	20	10	10	15	20	75
16	Riski setiawan	20	15	10	20	10	75
17	Rika anggraeni	20	15	15	20	10	80
18	Serli upita sari	20	15	15	10	15	75
19	Shinta dewi	20	15	15	10	10	80
20	Siti nurkholifah	20	15	25	10	10	85
21	Veryawan setyo	20	15	25	10	10	80
22	Vinatun	25	10	25	10	10	75
23	Yohanes bagas p	20	10	10	10	25	90
24	Yuni karina	10	20	10	25	20	80
25	Yusril iklimah	15	10	10	25	20	75
26	Yustika holida r	20	10	10	10	10	60
27	Afifah qurota ayun	20	10	10	10	10	60
	TOTAL PRECENTAGE						78,52%

Explaining About Drama, Pretest And Post Test

Malin Kundang's Drama

Cinderella's Drama

BIOGRAPHY

The name of the researcher is Nafisah. She was born on June, 6th 1995 at Sidorahayu, Kotabumi, Lampung. She is the younggest child of her family. She has two sisters and 4 brothers.

She was enrolled her study at SD Negeri 1 Sidorahayu, abung semuli, kotabumi on 2001 untill 2007. In line with her focus on the study, she continued her study at SMP Negeri 2 Abung Semuli on 2007 and graduated on 2010. She decided to continue her study at SMA Negeri 01 Sendang Agung, Gunung sugih and took Science Program on 2010 until 2013. Then, at the 2014, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.