**AN UNDERGRADUATE THESIS**

**USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO**

**By:**
**AHMAD QONA'AH**
**Student Number : 1601070137**



**Faculty of Tarbiyah and Teachers Training**

**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H/2021 M**

AN UNDERGRADUATE THESIS

USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE
AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO

Presented as a Partial fulfillment of the Requirements

fot the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

**By:**

**AHMAD QONA'AH**
**Student Number : 1601070137**

Sponsor　　　: Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor　　: Andianto, M. Pd

**Faculty of Tarbiyah and Teachers Training**

**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H/2021 M**

## APPROVAL PAGE

Title            : USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO

Name             : Ahmad Qona'ah

Students Number  : 1601070137

Department       : English Education

Faculty          : Tarbiyah and Teacher Training

### APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute for Islamic Studies of Metro

Metro, 10 September 2021

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**
NIP. 19720923 200003 2 002

Co-Sponsor

**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

Head of English Education Department

**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

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## NOTIFICATION LETTER

Number     :

Appendix   : -

Matter      : **In order to hold the munaqosyah of Ahmad Qona'ah**

To:
The Honorable 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            : Ahmad Qona'ah

Students Number : 1601070137

Faculty         : Tarbiyah and Teacher Training Faculty

Department    : English Education

Title             : USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO

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

*Wassalamu'alaikum Wr.Wb.*

sponsor

Metro, 10 September 2021
Co-sponsor

**Dr. Widhiya Ninsiana, M.Hum**
NIP. 19720923 200003 2 002

**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

**NOTA DINAS**

Number        :

Appendix      : -

Matter        : Pengajuan Munaqosyah

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

*Assalamualaikum Wr.Wb.*

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

Nama          : Ahmad Qona'ah

NPM           : 1601070137

Fakultas      : Tarbiyah dan Ilmu Keguruan

Jurusan       : Tadris Bahasa Inggris (TBI)

Judul Skripsi : USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO

Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb.*

Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**
NIP. 19720923 200003 2 002

Metro, 10 September 2021
Pembimbing II

**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

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**RATIFICATION PAGE**
No. B-4498/In.28.1/D/PP-00.9/11/2021

The Undergraduate Thesis entitled: USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO. written by: AHMAD QONA'AH, Student Number 1600070137, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, October 13th, 2021 at 01.30-03.30 p.m.

**BOARD OF EXAMINERS**

Chairperson : Dr. Widhiya Ninsiana, M.Hum (..........)

Examiner I : Drs. Kuryani, M.Pd (..........)

Examiner II : Andianto, M.Pd (..........)

Secretary : Linda Septiyana, M.Pd (..........)

The Dean of Tarbiyah and Teachers Training Faculty

**Dr. Zuhairi, M.Pd**
NIP. 19620612 198903 1 006

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**ABSTRACT**

**USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE**

**AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO**

BY:

AHMAD QONA'AH

The main purpose of this research was to improve the students' speaking performance of MA Al Muhsin Metro by using mini drama technique. The researcher tries to attest that mini-drama can be one of the teaching activities to improve the students' speaking performance.

This research took place at MA Al Muhsin Metro's senior high school. Classroom action research was used in this study. This study was devided into two parts. Planning, acting, observing, and reflecting are all part of each cycle. In this research, the writer took one class namely XI IIS which consists of 23 students.

The result of this research is that Mini drama can be used as a teaching active in speaking. It is proofed by the improving percentage result of pre-test and post-test. At post test I is 43% and post test II is 83% it improved 40%. The research conclusion is there was improvement by using mini drama as the technique in speaking performance at the Eleventh Grader of MA Al Muhsin Metro.

**ABSTRAK**

**PENGGUNAAN MINI DRAMA DALAM MENINGKATKAN**

**KEMAMPUAN BERBICARA SISWA KELAS XI MA AL MUHSIN METRO**

OLEH:
AHMAD QONA'AH

Tujuan penelitian ini adalah untuk menigkatkan kemampuan berbicara siswa MA Al Muhsin Metro dengan menggunakan mini drama teknik. Penelitian ini mencoba membuktikan bahwa drama pendek dapat menjadi salah satu tehnik dalam pembelajaran Bahasa Inggris khususnya meningkatkan kemampuan berbicara siswa.

Penelitian ini di laksanakan di MA Al Muhsin Metro. Penelitian ini menggunakan metode penelitian tindakan kelas, dilaksanakan dalam dua siklus. Pada setiap siklus terdiri dari rencana, tindakan, pengamatan, dan refleksi. Pada penelitian ini, subjek penelitian adalah kelas XI IIS sebagai kelas sampel dengan jumlah 23 siswa.

Hasil penelitian ini menunjukkan bahwa mini drama dapat digunakan sebagai tehnik dalam mengajar speaking aktif. Hal ini dapat dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Prosentasi Hasil dari post test I adalah 43% dan post test II adalah 83% terdapat peningkatan 40%. Kesimpulan dari penelitian ini adalah terdapat perbaikan dengan penggunaan mini drama sebagai tehnik pada kemampuan berbicara siswa di kelas Sebelas MA Al Muhsin Metro

Kata kunci: *Teknik Mini drama, kemampuan berbicara, penelitian tindakan kelas.*

# ORISINALITAS PENELITIAN

Yang Bertanda Tangan di bawah ini :

| | |
|---|---|
| Nama | : Ahmad Qona'ah |
| NPM | : 1601070137 |
| Fakultas | : Tadris Bahasa Inggris |
| Jurusan | : Tarbiyah dan Ilmu Keguruan |

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, 26 Agustus 2021

Yang Menyatakan

Ahmad Qona'ah

# STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

|        |                                        |
|--------|----------------------------------------|
| Name   | : Ahmad Qona'ah                        |
| NPM    | : 1601070137                           |
| Faculty | : Tarbiyah and Teachers Training Faculty |
| Department | : English Education Department      |

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

Metro, 26 August 2021

The researcher

Ahmad Qona'ah

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# MOTTO

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهْ﴿٧﴾ وَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَّرَهْ﴿٨﴾

*"Maka barangsiapa yang mengerjakan kebaikan seberat zarrah pun, niscaya dia akan melihat (balasan) nya, Dan barangsiapa mengerjakan kejahatan sebesar zarrah, niscaya dia akan melihat (balasan) nya."(QS. Al Zalzalah :7-8)*

*"And whoso doeth good an atom's weight will see it then, And whoso doeth ill an atom's weight will see it then"*

**DEDICATION PAGE**

*This Piece of work is dedicated to:*

*Allah SWT the creator and the controller of the universe*

*My beloved parents Mr.Yatin and Mrs.Istiqomah (RIP), who have*

*always, keep praying for my goodness, may Allah place you mother in the*

*best place.*

*My beloved wife Oktia Rini who always supports me and who is always*

*patient to be my best friend in life.*

*My beloved lectures of English Education department of Institute Islamic*

*Studies (IAIN) of Metro.*

# ACKNOWLEDGEMENTS
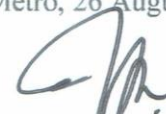
In the name of Allah, the most gracious, the most merciful, thanks is constantly given to Allah, the Lord of the World, without Whom none of this would be possible. The researcher is very grateful for the chance Allah has given him to accomplish an undergraduate thesis. This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: "Using Mini Drama to Improve Speaking Performance among the Eleventh Grader of MA Al Muhsin Metro"

The researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing his undergraduate thesis that researcher could not mention one by one, his big thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Head of Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung and as the second advisor, for kindness, valuable knowledge and for your support in finishing this undergraduate thesis.
4. Dr. Widhiya Ninsiana M.Hum as the first advisor who has given the researcher, advice and suggestion for this undergraduate thesis.
5. Headmaster, Teacher, Staff of the MA Al Muhsin Metro who has given permission to the researcher to conduct the research in this school.

The researcher hopes that this thesis will be useful for the readers. However, the researcher realizes that this thesis is far from being perfect. The researcher do apologizes for all mistakes he has made in writing.

Metro, 26 August 2021

Ahmad Qona'ah
1601070137

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# CHAPTER I

# INTRODUCTION

## A. Background of The Study

Language definition is mostly about communication, and communication frequently always takes place in some sort of social contexts. This is why effective communication needs an understanding and recognition of the connections between a language and the people who use the language.[1] Language is connected with our notions of who we are on both the people characteristic and the broader, levels of society. When we use language, we convey and transfer our individual thoughts, and also the cultural beliefs and practices of the communities of which we are a part: our family, social group, and other association.[2] Language is essential to communicate , because people communicate with other people around them using language as the means of communication. Every person uses a particular language to communicate with other community member. Without language, people will find difficulties to communicate and express their toughts with others.

English is the international Language to understand and learn. With learning English the students can help themselves and their societies to make their future better and brighter. There are four skills that the students

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[1] Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage*, (New York, Cambridge University Press, 2010), p.2

[2] Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage* p.3

commonly have to master in English, those skills are: speaking, reading, listening and writing.

Speaking is one of the significant English skills. To master English speaking skills is a priority for many English learners.[3] The main function of speaking is for communication and interraction among them and communication itself is an important thing for human life. Therefore, speaking is assumed to be a skill that the students should master. The students usually evaluate their English mastering achievement through how well they can practice their speaking performance and how fluent they can speak. The English speaking performance mastery is a primary concern for most English learners. therefore, students frequently measure their achievement in English learning likewise the effectiveness of their English course in improving their speaking performance. Therefore, the researcher is planning to improve the students speaking performance through mini-drama.

A mini-Drama is a set of drama in a limited time. The time that assigned for one performance of a group to perform their drama is ten minutes. It is an act stage activity which will be done by students' performance in speaking after viewing a scene theater act or movie that will be displayed by the teacher before they performe in front of the class. Joseph Agoferu Idogho (2018) stated that drama is an affective way for the teacher to stimulate students' interest in developing their speaking performance which the students determine with roles and the condition to take part with the

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[3] Richard, Jack. C, *Teaching Listening and Speaking, from Theory to Practice*, (New York, Cambridge University Press, 2008), P. 16

discovering and understand the situation in which they are. By implementing Mini-drama technique, the students will have better learning experience because by Speaking the students will acquire many words by seeing the real object and doing the real action, so that the students can speak fluently and express the expressions in the condition how the expressions should be.

The researcher conducted the pre survey on October 29$^{th}$, in MA Al Muhsin Metro, and got the information after asking some interview questions to the English teacher in the school as follows: (1) The learning participants have difficulties to pronounce English words in their speaking correctly. (2) Students less practice in speaking. (3) The students speaking performance are still low. (4) The students have difficulties to produce sentences orally. The data that researcher got is supported by another teacher's document as follow:

Table 1
Pre survey Data Table

| No | Name | Score | Category |
|----|------|-------|----------|
| 1 | Abror Rijal Robbani | 75 | Complete |
| 2 | Achmad Faizal | 57 | Incomplete |
| 3 | Ahlong Rahadian Al fadiphasa | 67 | Incomplete |
| 4 | Akbar Fachrurrozy | 65 | Incomplete |
| 5 | Andika Danendra Nafis | 76 | Complete |
| 6 | Aqmal Zakariya | 65 | Incomplete |
| 7 | Arif Fajar Hanafi | 55 | Incomplete |
| 8 | Azam Mansyur Ali Assulthon | 78 | Complete |
| 9 | Ery Fernando | 60 | Incomplete |
| 10 | Fadly Prayoga | 78 | Complete |
| 11 | Ganes Arya Putra | 65 | Incomplete |
| 12 | Handzhollah | 60 | Incomplete |
| 13 | Hanif Pramusda Al Falah | 76 | Complete |
| 14 | Ja'far Muhammad Yahya | 60 | Incomplete |
| 15 | Josa Wildan Adzani | 55 | Incomplete |
| 16 | Mohammad Ikhlashul 'Amal | 76 | Complete |
| 17 | Muadz Al Muwaffaq | 67 | Incomplete |

| 18 | Muhammad Ainur Rofiq A F | 77 | Complete |
|---|---|---|---|
| 19 | Muhammad Raihan Nafis | 55 | Incomplete |
| 20 | Rafi Abyan Dafa | 66 | Incomplete |
| 21 | Rama Abimasandy | 60 | Incomplete |
| 22 | Rizqy Agus Salim | 77 | Complete |
| 23 | Saifuddin | 65 | Incomplete |
| Total | | 1,535 | |

*Source : The English score of the eleventh grader of* MA Al muhsin

Table 2
The Percentage of Pre Survey Data

| NO | Score | Category | Number of the Student | Percentage |
|---|---|---|---|---|
| 1 | ≥ 75 | Complete | 8 | 34,78 % |
| 2 | ≤ 75 | Incomplete | 15 | 65,22 % |
| Total | | | 23 | 100 % |

Based on the table above the data can be known that is with the percentage 34,78% or 8 students is success and the students fail 65,22% or 15 students. Depends on the phenomenon described above the researcher is interested to conduct classroom action research that is focusing on the students' speaking performance through Mini-drama at MA Al Muhsin Metro..

B. **Problem Identification**

Related on the background of study above the reseacher focuses to determine some problems as follow:

1. The students have difficulties in pronouncing English word in correct way.

2. The students less practice in speaking.

3. The students speaking performances are still low.

4. The students have difficulties to produce sentences orally.

## C. Problem limitation

From the explaination of problem identification above, the researcher limits the study on number three that is students' speaking performance are still low. And the researcher focuses on using mini-drama to improve students speaking performance at the eleventh grader of MA Al Muhsin Metro.

## D. Problem Formulation

Considering the problems identification described above, the researcher formulates the problems as follow:

1. Can Using Mini-drama improve the students speaking performance at the eleventh grader of MA Al Muhsin Metro?

2. Can the using mini drama improve the Students' Learning Activity at MA Al Muhsin Metro?

## E. Objective of the Study

In relation to the problem formulation described before the research objective is as follow:

1. To improve the students speaking performance among the eleventh grader of MA Al Muhsin Metro by using mini drama.

2. To show that mini-drama can improve students' learning activity among the eleventh Graderof MA Al Muhsin Metro.

## F. Benefit of the Study

The Research result might be beneficial as follows:

1. Theoritical Benefits

   a. The results of the study can be useful to enrich the English teaching process equipment to teach English speaking using mini-drama.

   b. The results of this study can be beneficially utilized as references for all people who plan to conduct a research in English teaching learning process.

2. Practrical Benefits

   a. For Students

   As a new knowledge which can improve their speaking performance to support their learning process.

   b. For Teachers

   As an information for the English teacher of MA Al Muhsin Metro as an alternative technique which is able to be used and the teacher can utilize in teaching English speaking effectively for the purpose to improve the students' speaking performance and develop students confidence to speak up.

   c. For Head Masters

   As a useful positive information to improve the standard of teaching and learning English. And can be the references student's achievement in the future, especially English learning

## G. Prior Research

A study with the title *"The Effect Of Recorded (Videotaped) Mini-Drama Toward Students' Speaking Ability"* a research conducted by Melviola Fitri and friends. This research's purpose is to know the impact of using the recorded (videotaped) mini-drama technique toward students' speaking ability with the five aspects commonly used, which are pronunciation, fluency, comprehension, grammar, and vocabulary. The technique is applied to overcome all the teaching and learning problems, by performing mini drama and the researcher record it which will be replayed in the next meeting.[4]

The second is the research entitled *"Teaching English As Second Language through Drama for Effective Communication Skills: A Pragmatic Perspective"* conducted by Joseph Agofure Idogho. The writer stated that the available methodology nowadays does not give much effect to the teaching learning in the class. This study argues that with the use of drama as a technique in teaching and learning English; learners will be equipped with the important skills of communication and achieve fluency in the language.[5]

In another previous study conducted by Wiyaka and friends entitled *"Incorporating Character Values in English Class Through Mini-drama Performance"* this research aim is to figure out an incorporating character values model in English classroom of primary schools. This research tries to

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[4] Melviola Fitri, *"The Effect Of Recorded (Videotaped) Mini-Drama Toward Students' Speaking Ability"* (The State University of Padang:2016), 113.

[5] Joseph Agofure Idogho, "Teaching English As Second Language through Drama for Effective Communication Skills : A pragmativ Perspective", *Journal of English Language Teaching and Linguistics, (Nigeria : Federal University Oye) Vol. 3, P. 259*

answer the questions spread among the teachers about the way to incorporate character value in English lesson like how the government is campaigning.[6]

Melviola Fitri's research has several differences between the research and this research is Melviolla Fitri research's purpose is to develop the students' speaking performance with the use the recorded mini-drama which means the students have to perform the drama and it is recorded which will be discussed in the next meeting. The second research is conducted by Joseph, this study discussed about how to improve the speaking performance in Nigeria with drama, which is focused to language acquisition. The research focuses on the effectiveness of drama in learning and teaching activity. And the last is the research that written by Wiyaka and friends. Entitled "*Incorporating Character Values in English Class Through Mini-drama Performance*" there are similarities and differences in both researches. The research targeted elementary school to be discussed. Menwhile, this  study targeted the senior highschool students. more than that Wiyaka's research discussed about how finding out the ways in growing the incorporation caracter in the class and teaching behaviour which is not taught directly in English subject.

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[6] Wiyaka et. Al "*Incorporating Character Values in English Class Through Mini-drama Performance*"*Kajian Kebahasaan Kesusastraan dan Budaya  vol. 7 No.2, Lensa 2015,P.179.*

## CHAPTER II

## REVIEW OF RELATED LITERATURE

### A. Definition of Speaking

We find many different definitions of speaking among the experts the researcher conveys some of the definitions. Started by Scott Thorn bury's definition he said that Speaking is collaborative and involves the ability to work together to handle turns of speech. Speaking is a skill which needs to be established and practiced regardless of the grammar curriculum.[7] Turk defined Speaking is the straight line from one mind to another which is typically the way we choose when we want to ask a question or clarify it..[8] David Nunan said that Speaking is one of the most critical aspects of learning a second language and progress is calculated in terms of the ability to perform language conversations.[9]

Meanwhile Lewis and Hill stated that Speaking is a method that encompasses many aspects, in addition to individual sound pronunciation. While Clark said that In speaking, a speaker expresses his thoughts and feelings in a certain framework that governs the substantive units and context of sentences in terms, phrases and phrases.[10] Taster also defines speaking is the process of psychophysical made by the movement of the muscles.

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[7] Scott Thornbury, *How to Teach Speaking*, (Longman, 2005), p.4

[8] Turk, C. , *Effective Speaking: Communicating in Speech*, (London: Spon Press Taylor and Francis Group, 2003), p. 9

[9] David Nunan, *Language Teaching Methodology,* (New York, Prentice Hall Oxford University Press,1991),p.39

[10] Munther Zyoud, *"Theoritical Perspective on How to Develope Speaking Skill among University Students"* in Pune Research Scholar an International Multidisciplinary Journal, (Palestine: Al Quds Open University), Vol. 2, Issue 1, p.3

Furthermore, Clinton said that Speaking is the skill to communicate that helps people to convey what they know, think and feel in the shortest way possibly. The ability to speak is an inherent gift, and it can also be taught and improved with time. This potential is psychological as well as physical. Harmer states Speaking skill is not just the ability to speak fluently, but also the ability to process information and language, not just knowledge of language characteristics.[11]

Related on, the discussions above about the definitions of speaking, researcher states that speaking is producing sound which caused by the muscles to communicate among the family and society, and further more speaking is defined as the language ability how a person expresses their mind and convey everything they want to anyone else understands what they mean.

## B. Concept of Speaking Performance

Performance is described as real illustrations of language use in a real time which can be observed.[12] Didier Noye (2002) "It believes that performance consists of "attaining the targets that have been provided for you in the convergence of business orientations. In his statement, Didier Noye considers this theory is actually known to be a contrast of the effect and the goal.[13]

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[11] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition,* (London: Longman, 2001), p. 269

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

[13] Ion Elena et. Al, "*A Concept That Self Seeks To Find Itself*" *Organization Performance*, (Constantin Brancusi: University of Targu Jiu), Issue 4, p. 180

Speaking is an interactive meaning-building process that includes generating, obtaining, and processing data. In speaking, one needs to understand how to express the sound in an understandable way and needs an acceptable vocabulary. One needs to have syntax mastery as well. These different components contribute to linguistic competence.

Related to every definitions stated above, the researcher assumes that speaking performance always means communication in the real time. The way how someone performs his speaking skill at once. In the other word Speaking performance itself can be defined as the ability to use the language correctly to convey meanings in order to transmit or obtain other people's knowledge and information in real-time cases of language use.

C. **Elements of Speaking Performance**

The ability of fluent speaking requires not only the knowledge of one language features, but ability involving understanding of information processing as well as explanation below:

1. Language features

Speaking manufacture necessitates a number of components (as opposed to the production of practice examples in language drills, for example),as follows:

a. Connected speech: As efficient English speakers, must be able to not only generate the unique English phonemes, as well as fluent 'connected speech'. For this purpose, the teacher should engage learners in

activities explicitly designed to enhance their connected speech.

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

b. Expressive devices: In communication not only use utterance parts like vary speed and volume but also use the mimicry and gesture to express meaning in order to make an interesting communication.

c. Lexis and grammar: Communication often appears a common lexical, idiom, expression, In this way, the teacher must have a number of different roles. Like the expression of agreement or disagreement, expressing surprise, shock, or approval.

d. Negotiation language: We use it as efficient contact to search for clarity and explain the structure of what we are saying. The speaker should use other words or lexicons in the same role to explain.

Example: have you finished? -Have you done?

Do you understand? - do you get it?[14]

2. Mental/ social processing

If mastery of linguistic abilities such as those stated above is required as part of the speaker's productive capacity, achievements often depend on the rapid processing skills needed for speaking.

a. Language processing: As efficient speakers need to be able to process language in their own heads and place it in a coherent communication order in order to properly express the meaning.

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

b. Interacting with others: Most of the speech includes contact with one or more additional person. This means that in conversation, in order to understand what speakers say and feel, you can become a good listener.

c. (On the spot) information processing: as effective speakers should fast or instant in response one another. It should be noted, however that this instant response is very unique to the community and is respected by speakers in many other language community than the longer response.[15]

Related to the statements explained above the reseacher concludes that The following can be covered by knowledge and other skills training:

a. Producing the sounds, stress patterns, rhythmic structures, and language intonations.

b. Accurately using grammar constructs.

c. Selecting language that is understandable and appropriate for the audience, the subject being addressed, and the context in which the speech act occurs.

d. Using body language or gestures.

e. Paying attention to the performance of the conversation and modifying speech components such as vocabulary, speech rate and grammar structure complexity to optimize listener understanding and participation.

With all explanations above, can be concluded that element of speaking performance is related to the language feature and social process. To make a

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[15] Jeremy.Harmer,*The Practice of English Language Teaching* p.271

good communication, the speakers have to take notice and pay the attention in using language feature and social process like using connected speed, using mimicry and gesture, using coherent sentence, becoming a good listener and using instant response. It would create an interesting communication one another.

## D. The Functions of Speaking Performance

There are some functions might belong to speaking in human relation and interaction.

1. Talk as interaction

   Talk as interaction relates to what "conversation" means in general and represents interaction that is generally social in nature. They exchange greetings, participate in small talk, recount recent encounters when people meet, and so on because they want to be polite and create a relaxed zone of contact with others.

2. Talk As Transaction

   Talk as transaction relates to condition where what is said or done is the subject. Instead of the participants and how they communicate socially with each other the message and having oneself understood clearly and accurately is the main focus. So in this situation, the speakers use information to relay it. This refers to a situation where what is said and done is the priority.

3. Talk As Performance

      Speech as output has been considered the third category of talk that can be usefully differentiated. This applies to public speaking, that is, talk that conveys data to an audience, such as presentations in the classroom, public announcements, and speeches. Talk as performance to be in the form of monologue rather than dialog, often in a familiar format and is closer to written language than to conversational language.[16]

**E. The Components of Speaking**

      There are five parts of speaking, they are:

1. Pronunciation

Pronunciation is skill to pronoun the goal language with its pronunciation and contain of the segmental of features vowels, consonant the stress and orders pattern.

2. Grammar

Grammar is the structural structure that regulates the work of art in any given normal language of clauses, phrases and terms.

3. Vocabulary

Vocabulary is a register or word collection position in alphabetical arrangement that we use to talk.

4. Fluency

Fluency is the capacity to communicate speedily, naturally and professionally with good meaningful expressions.

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[16] Richard, Jack. C, *Teaching Listening and Speaking, from Theory to Practice*, (New York, Cambridge University Press, 2008), P. 19 to 23

5. Comprehension

Comprehension is a skill to understand the meaning or significance of the speaker and the listener talks about the ability to respond to speech and to begin it.

**F. The Problems of Teaching Speaking Performance**

Speaking is different from other language skills, although writing has to be the response as opposed to writing. It's just because the language, English, makes it hard to talk. It is a foreign language and its use is very rare. These difficulties may arise in clustering, redundancy, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation and also interaction.

Learning foreign language will be considered a success if the students can speak fluently and accuracy. Nevertheless, sometime there are many students who are more afraid of speaking foreign language out in public. To improve students' speaking performance, A teacherr should help them understand what Brown is saying about the difficulties of speaking English. These problems bellow commonly challenge and complicates a teacher teaching, they are:

1. Clustering

Fluent speech is not word by word, but phrasal. Often it is hard for students to make a coherent speech. They also seem stopped their speech for remembering what they would say in appropriate word.

2. Redundancy

In spoken language such as rephrasing, repairs, and minor insertions, students have the ability to redundant. Students are able to take opportunity to process the meaning and understanding information clearer.

3. Performance variables

Students are ablo to show their performance, hesitations, delays, backtracking, and corrections in the spoken English language. "Think time is allowed to be used, like uh um, yeah, you know I mean, like, etc when thinking about the idea of talking.

4. Colloquial language

Not only do students know words, idioms, and phrases in colloquial language, they should also understand how to create forms.

5. Rate of delivering

Sometimes, students believe that native speakers always talk quickly. One of the features of speaking fluently is rate of delivering. Teachers should help students reach an appropriate speed in spoken English with other fluency.

6. Interaction

The above characteristics can be used by students to develop their speech skills.[17]

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[17]Brown , H. Douglas, *Teaching by Principle: an interactive Approach to language Pedagogy*,(longman: San Fransisco State Universiy,2001), Second Edition, p.252- 254

## G. The competences of Speaking Performance

To measure the speaking performance quality, we need to establish criteria for assessment. The criteria used depends on the nature of the skills.

The specifications can be seen in the table below:

Brown's Oral scale frame for English Table.[18]

Table 3
Brown's Oral scale frame for Speaking

| Criteria | Rating score | Description |
|---|---|---|
| Pronunciation | 5 | Has few foreign accent signs |
| | 4 | Often understandable, even though one is aware of a specific accent. |
| | 3 | Problems with pronunciation require focused listening and often concentrated listening. Conduct the misunderstanding. |
| | 2 | Quite difficult to understand, it is always important to ask to repeat due to pronunciation. |
| | 1 | Problems with pronunciation are so extreme that speech is practically incomprehensible.. |
| Grammar | 5 | Makes few (if any) apparent grammar or word order mistakes. |
| | 4 | Grammatical and/or word-order errors rarely occur, but they do not have an ambiguous meaning. |
| | 3 | Allows regular grammar mistakes and obscure sense of word-order. |
| | 2 | Errors in grammar and word-order make understanding hard. Phrases are most commonly rephrased and/or limited to basic patterns. |
| | 1 | Grammar and word order errors are so serious that speech is practically incomprehensible. |
| Vocabulary | 5 | Vocabulary and idioms are practically |

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

| | | |
|---|---|---|
| | | used by native speakers. |
| | 4 | Sometimes because of lexical deficiencies, incorrect words are used and/or concepts must be rephrased. |
| | 3 | Conversation is somewhat restricted because of insufficient vocabulary, often using the wrong words. |
| | 2 | Word misuse and quite little vocabulary make communication very difficult.. |
| | 1 | Limitations to vocabulary are so serious that communication is nearly impossible. |
| Fluency | 5 | As articulate and simple to speak as that of native speakers. |
| | 4 | Language speed tends to be slightly influenced by language problems. |
| | 3 | speed and fluency are heavily influenced by language issues.. |
| | 2 | Typically reluctant, always silenced by language restrictions. |
| | 1 | Speech is as stumbling and fragmentary as to make communication nearly impossible. |
| Comprehension | 5 | It seems to comprehend anything without difficulty. |
| | 4 | Understand almost all in normal speech, even though occasional repetition can be needed. |
| | 3 | Understand much of what is said in repetitions with slower-than-normal speech. |
| | 2 | It's really hard to follow what's being said. Only "social conversation" can be understood and spoken slowly with frequent repetitions. |
| | 1 | Cannot be assumed that understand even a simple English conversiation. |

## H. Definition of Mini-Drama

The word mini has meaning small[19]. With the definitions about mini can be referred that this word mostly refers to something that is a smaller version of something else.

The word drama itself means a play for the theater, television or radio.[20] John and Martin Lewis defined Drama as a dynamic process is realized in performance as a literary genre, which is why Robert Di Yanni defines it as "staged art" (quoted in Dukore) (867). It is intended for theatre as a literary medium because actors are given roles and carry out their roles as the action is performed on stage. The characters may be humans, deceased or divine entities, animals, or abstract characteristics.

Drama is an adaptation, recreation and reflection of on-stage reality. Generally, the term dramatist is used either in prose or in performance for any artist who is involved in any dramatic composition.[21] There are a number of drama descriptions. Martin Esslin has the following concepts of drama in Anatomy of Drama:

1. As in children who play mother and father, drama can be seen as a manifestation of the instinct to play.

2. Drama is what you go to see, which is arranged to be seen as something.

3. Based on mimetic conduct, it is an enacted fiction and art form.

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[19] AS Hornby,"*Oxvord Advance Learner's Dictionary of Current English*" Eighth Edition (New york : Oxvord University Press,2010), P. 941

[20] AS Hornby,"*Oxvord Advance Learner's Dictionary of Current English*" Eighth Edition P 442

[21] Ahmadu Bello Way et. Al, *"Elements of Drama"* (Lagos : National Open University of Nigeria, 2008), p. 3

4. Drama is the most elegant expression of thought in art that is closest to the reality.

5. It is the most specific way in which art can reconstruct human situations, human relationships.

These and other multiple definitions of drama by various authors are summed up by Aristotle's definitions. Drama is simply described as an imitation of an action.[22]

All definitions stated above about drama can be pointed that drama is an activity mostly understood by an art to personate, simulate and playing the role of human being, animal, spiritual subject etc. In playing drama many aspects that should someone master to make the story seems more dramatic. Of course, those aspects can be mastered by learning. Learning styles not only comprise the cognitive domain, but also the effective physiological domain. Drama is an activity where someone takes a chance to play a different character in a set of actionable. The implementation of drama in teaching English should be applied in the teacher plan. Dramatic practices based on literature are useful for ESL / EFL. They foster and decelerate the growth of oral abilities by enabling students to gain a better understanding of the plot of a job and a deeper understanding and knowledge of its characters.[23] It uses improvisation, in particular, and mime. But while everything is constructed for the benefit of the audience in the theatre,

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[22] Ahmadu Bello Way et. Al, *"Elements of Drama"*. P. 5

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

everything is constructed for the benefit of the learners in classroom drama".
The researcher would like to investigate the capacity of the students to relate
their performance to the language. The use of the narrative as the plot is part
of the existing curriculum.

Related to definition explained above the researcher concludes that mini-
drama means  A type of art that enables anyone to demonstrate in a short time
their performance in conversation, facial expression of what we believe and
what we feel completed with improvisation, there is an audience or no
audience to watch it. In the other hand mini-drama is a set of drama in a
limited time. The time that assigned for one performance of a group to
perform their drama is five to ten minutes.

1. Types of Mini- Drama

There are three key forms: dramatization, role-play and
improvisation.

a. Dramatization

Dramatization involves performance of scripted materials in the
classroom. Students may create their own short story or novel script,
adapting it as closely as possible to the actual text. They have to guess
what the character would say and how they would express it, based on the
plot. The script written by the students is also likely to be played. Students
may also compose poetry consisting of one or more individuals.
Vocabulary, idioms or dialog that they do not understand and phrases that

they can not pronounce should be suggested. Although they do not remember it, they learn it well enough to make eye contact and articulate their lines with sense and feeling. They also address the semiotic aspect of staging the scene (i.e, facial expression, gesture, and the physical aspect). The dramatization is finally presented in front of the class.

b. Improvisation and Role-playing

The character, plot, and themes of a literary work can be built around both improvisation and role play. Improvisation is a more formal operation, a script less dramatization. There is a recognizable plot with an improvisational start, center, and end. Nevertheless, in the role of playing the picture character of students from the work being read and participating in a speech activity other than a dramatization, such as an interview or panel discussion.[24]

2. Advantages and Disadvantages of Mini- Drama

Desiatova highlighted several advantages of using drama in the language classroom as follows:

a. Drama will lead learners to use the language for original purposes of communication and the real life..

b. It makes an active and inspiring learning languages experience..

c. It allows students confidence and personality in the spontaneous use of language by students.

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

d. This leads the real worldly life into the classroom (problem solving, research, consulting dictionaries, real time, space and cross-cultural content).

e. It allows students through play, make-believe and constructive interaction to learn the language.

f. It makes learning objects unforgettable by direct experience and feelings of various learning emotions.

g. The students use the entire suitable channel (sight, hearing and physical bodies) for active participation in language learning while dramatizing.

h. It stimulates students' intellect and creativity.

i. To develop the empathy of students with others.

j. Train students to understand the speech's message, not just the utterance.[25]

Beside all those advantages above, here are some other valuable advantages for the learners:

a. In their proper context and setting, drama places new vocabulary and expressions.

b. Drama helps to obtain appropriate English pronunciation and intonation.

c. Drama encourages students to take the responsibility for their own learning.

d. Drama provides a stress-free environment for learning the language.

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[25]BahramMoghaddas, Reza Ghafariniae, *Applaying drama techniques in teaching English in Iran,*P. 26

e. Drama inspire learners' trust to speak up in public.

f. Drama allows students to gain a greater understanding of global culture..[26]

Drama events can be used to provide students with opportunities to be actively involved. The tasks require the entire personality of the learners and not just their mental processes. The small stage in the classroom is simply a pleasant practice for the students to face the bigger stage known as life, the real life stage. Beside that advantage, there are disadvantage in playing a drama. A like as:

a. It takes considerably longer time for some of the students to trust the benefit of drama..

b. Some of the students are much reserved while the other students resistance to use it.

c. Some of the students are having difficulties in memorizing the dialogue.

d. For the beginner and shy student, drama is something anxiously.

## I. Mini-Drama in English Language Teaching

We live in a global era where understanding a foreign language, such as English, is essential. English has become a natural part of our daily lives, we can find English in the newspapers, ads, shopping everywhere, and when it comes to traveling and making yourself understood abroad, it becomes absolutely costly. Knowing a foreign language offers young people a huge advantage whether they are searching for a job or just connecting on the

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[26] BahramMoghaddas, Reza Ghafariniae, *Applaying drama techniques in teaching English in Iran, p. 26-28.*

internet with peers from abroad. This is why students do not study English only because it is part of most curricula, but because they can see that in their future lives it is important. That is why English teachers should support and inspire students to learn English.

Mini-drama in education focuses on the personal and social growth of its participants with a specific pedagogical objective. It should inspire learners to visualize, act and thus draw on human experience and emphasize the process of social learning above the final product. Drama education can be used in various ways. The most effective way of using drama in the sense of foreign language teaching, however is to apply it as a working tool. Drama is focused on the direct experience of the participants by acting and that is why it creates a learner's entire personality, influencing each individual's imagination, sensitivity and sociability. Drama used in education offers participants the opportunity to immerse themselves in literature, to take on various roles, to investigate them, to try things on their own, to learn from their proper experience and thus to shape their positions and attitude towards the surrounding reality.

The link between mini-drama and foreign language teaching naturally flourishes because of all its benefits that can be observed in foreign language teaching. And drama does not have to be used exclusively for language features, grammatical structure or basic vocabulary in practice. In cross-curriculum instruction, it can be easily and most efficiently used when learning and discussing topics related to international culture or other school

subjects. "As Phillips suggests, the teacher can use drama "themes from other subjects: children can act out a history scene or a frog's life cycle; or he or she can focus on the ideas and concerns that run through the curriculum, such as sexism, respect for the environment and road safety."[27]

As described before, drama used in education offers several beneficial variables, motivating teachers to take advantage of their strategies and methods.

**J. Procedure of Drama**

1. Preparation of the stage - creating:

   a. Characters would be played – the detail of the names and characteristics.

   b. The background of the place – where the story take place.

   c. The purpose of the communication among the players – why they are talking together.

   d. The content– what they are discussing in the story.

2. Production stage involves role-plays performance where learners in roles act as somebody else in an imaginary situation.

3. The final stage of a role play is the reflection stage, in which learners and teachers provide comments on the quality of role-plays that have been performed. Language utilized, student creativity in roles, and their motivations to act in various ways are all topics that may be discussed and commented on in class.

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[27]PHILLIPS, S. "Drama with children", *Oxford: Oxford University Press*, 1999, P.8

A well designed role-play should be :

a. Acceptable to the age level of students and their real life

(a teenage student would be unable to book a flight ticket without a personal life experience)

b. adjusted to the proficiency level of learners

d. (The activity should be well-defined and demand the use of well-known vocabulary; the language used should be appropriate for the learners' age and ability level.)

e. communicative

(There should be a purpose to initiate a conversation, negotiate, and share information using various language functions.)

f. manageable in a given time limit

(It shouldn't be too easy or too difficult to do)

g. well-designed

(1. There should be sufficient information on the characters, including who they are, their relationship to one another, what they are like, and how they feel. 2. Describe the environment in which the dialogue takes place. 3. surprise element – a twisting aspect in a discussion in which something unexpected occurs)[28]

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[28] Shraiber E.G, "*Drama Techniques In Teaching English As A Second Language To University Students*" Bulletihn of the south Ural State University, Educational Science. Vol. 8 No. 1, 2016, p.63

**K. Action Hypothesis**

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

1. Using Mini-Drama can improve the students' speaking performance at the eleventh grader of MA Al Muhsin Metro.

2. Usingmini-drama can improve Students' learning activity at eleventh grader of  MA Al Muhsin Metro.

## CHAPTER III

## RESEARCH METHOD

### A. The Operational Definitions of Variables

Operational definition is the definition which based on characteristic of the thing that will be defined. Meanwhile, variable means an attribute of a person or an object which distinguishes from person to other person or from object to other object.[29] Referring to the statements of the problems described before in the chapter one of this research, the variables examine are classified into independent and dependent variables.

1. The independent variable

    The independent variable is a technique namely mini-drama. Mini drama technique can make the learning participants more active in their learning activity. The students must practice their speaking and try to express the expression especially in English by doing mini-drama technique in their learning activity. The measure instrument in this variable is an observation sheet. With the indicators that mini drama can make the learning activity more active, creative and interesting.

2. The Dependent Variable

    According to John W. Creswell "Dependent variables are those that depend on the independent variable; they are the outcomes or result

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[29] Hatch and Farhady, *Research Design and Statistic for Applied Linguistic*,(massachuselts: Newbury House Publishers, 1982), p. 12-15

of the increase of the independent variables".[30] This research dependent variable is speaking performance which refers to the level of students' performance in speaking English. The instrument used to measure this variable is a test, the kind of the test is an oral  test. With the oral test, the teacher will know how the students improve their speaking. The students can pass the test if they complete the standard score, with the indicators of English speaking performance as follows: pronunciation, grammar, vocabulary, fluency and comprehension.

## B.  Setting  of Research

The researcher In this research wants to apply the classroom action research (CAR). The research will be conducted at MA Al Muhsin Metro, which is located exactly in Jl. Dr. Soetomo 28B Purwosari, North Metro, Metro city. The researcher  choose the school to become the setting of research because the researcher assumes that it is appropriate.

## C.  The Subject Of Research

This research aims the eleventh grader of MA Al Muhsin Metro to be the subject. Actually in the eleventh grader of MA Al Muhsin Metro there are two classes, those are eleventh grader IPA program and IPS program but, the researcher chooses eleventh IPS class, the purpose why the researcher chose this class is the students' speaking performance lower than the other class. That is based on pre survey and the information which is given by the English teacher of eleventh grader of MA Al Muhsin Metro.

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[30] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (London:  Sage Publications, 2002). p. 52

### D. Steps in Classroom Action Research

1. Classroom Action Research(CAR)

   Donald Ary stated that a process to develop education by incorporating change and make educators involved working together to develop their own practice. Great teachers have always participated in any form of action research, while they might not have called it that. Great teachers participate in *reflection*, a key of action research component. But furthermore action research is more than just the reflection. It affirms a systematic research approach that is cyclical in nature, turn between action and reflection alternately, constantly refining methods related on understandings developed in previous cycles.[31]

   According to Jean Mcniff classroom action research(CAR) is a given name to a certain methodology of researching, the learning of ours. Jean Mcniff et.al, explained that "this cycle would the go on to the next cycle of preplanning, acting, observing, and perhaps produce a new cycle."[32] In this way of research (classroom action research), the researcher would like to conduct the research in two cycles. Between one cycle with the other has relationships.

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[31] Donald Ary, *introduction to research in education*,(USA: Wadsworth 2006)p. 513

[32] Jean Mcniff et.al, *Action Research : Principle and Practice, Second Edition* (London, 2002), p.15
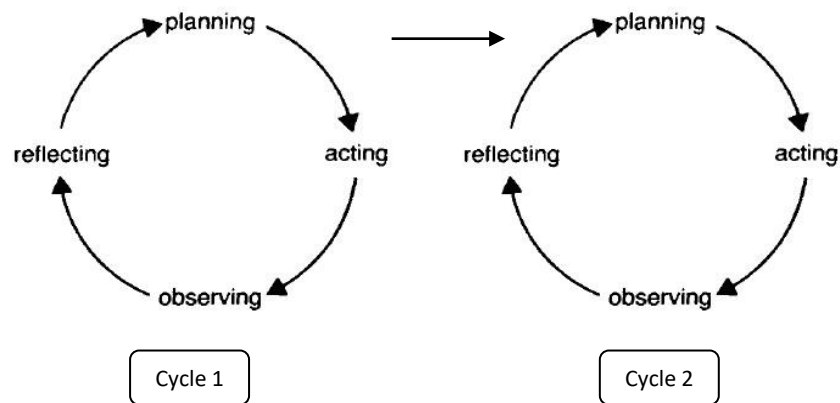
**Figure 1:** Sequences of Action-Reflection Cycles

Referring to the information explained above, we can conclude that the classroom action research(CAR) is a dynamic process that has four aspects (planning, action, observing and reflecting) in every cycles. In Classroom Action Research(CAR), it is applied in the class to increase the standard of learning process.

2. Research Procedures

The research will be conducted based on the pretest and posttest design. The teacher take one class on the eleventh grader which is the students of the class were given the pretest before they are given the material without visual aid, furthermore, they are also given posttest after the teacher give the treatment.

In this classroom action research, the researcher will apply the research in a couple cycles which are related between one to another that as follows:

a. Planning

b. Action

c. Observing

d. Reflecting

If the first cycle fail doesn't run well like what has been expected the cycle will be reviewed again in the second cycle and so on, that can be illustrated by like these procedures as follow:

1. Cycle I

   a. Planning

      Planning is the step one of this teaching context and it is prepared by the researcher to do the action. Planning that is concluded by the researcher are: preparing the lesson plan, test, observation sheet, several story videos which will be displayed and mini-Drama technique. Mini-Drama technique is applied by researcher. The Implementation of the Action.

      The researcher gives pretest to students. It will be given for one meeting. In the class of eleventh grader of MA Al Muhsin Metro which relates to the schedule of English subject in this class. Every performance is 2 x 45 minutes. The researcher will hold the implementation in 3 activities, they are:

   1. Pre Teaching Activities

      a. Greeting, praying and checking attendance list

b. Warm the class up by giving the students some questions that have the correlation with the subject.

c. The researcher explains briefly about mini-Drama.

2. While Teaching Process

a. The researcher divides the students into 4 groups, which next will be called as the drama group.

b. The researcher gives a display a specific story which the students will do later the act in front of their friends.

c. The students practice in front of their friends with their groups alternately.

d. The researcher Watches, takes the notice and evaluates the students' performance.

3. Post Teaching Activates

a. The researcher asks the students about the difficulties of doing the action in drama specifically and the difficulties of the lesson generally.

b. Making conclusion together

c. The researcher gives students the task to practice in their home.

After the researcher gives treatment in the cycle 1. The researcher gives the posttest. The instrument will be different type with the instrument that has been given in the pre-test.

b.  Observing

Observing is to observe the effect of the action in its context. The observation will be done while teaching and learning process. The important things in teaching learning process are observed by collaborator and write everything in observation sheet. And the outline of observation is students' participant in teaching learning process.

c.  Reflecting

Reflecting is the last step in this process. The researcher analyzes and observes and test result while the teaching learning process is running. The researcher in this step will use the data for evaluation to make improvement for the second cycle. And in cycle 2, is conducted mark up from cycle 1, it means if from cycle 1 has failed in cycle 2 must reviewed, and if from cycle 1 successful in cycle 2 as continuation from cycle 1.

2.  Cycle 2

a.  Planning

1.  Studying the result of reflection step from the action on cycle 1

2.  Arranging the detail plan about the action on cycle 2

3.  Collecting the subject material and the learning media

4.  Preparing  the subject material

b.  The implementation of cycle 2

1.  The researcher gives motivation the students

2. The researcher gives the treatment

3. The researcher gives the posttest for 2nd meeting

   c. Observing

The collaborator observes and collects the data when the learning process was being done.

   d. Reflecting

The researcher analyzes the result. By reflecting, the researcher knows the strength and weakness of the action. In the step the researcher compares the score distribution of pretest and posttest, the researcher reviews and reflects on the student's attitude whether it is positive or negative, enough in second cycle or need for next cycle. [33]

**E. Data Collection Technique**

In order get the data accurately, there are four instruments the researcher will use to collect the data, they are test, documentation, observation and a field note they are explained as follows:

1. Test

In this research, researcher uses tests for the instrument. A test, briefly defined as a method to measure someone's ability, knowledge, or performance in a taught subject.[34]

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[33] Donald ary, *introduction to research*.P.518

[34] H Douglas Brown, *Language Assessment; Principles and Classroom Practice,* (California: Longman, 2003), p. 3

a. Pre test

After observing the subject's activities, the researcher gives a pre-test and it will be done before cycle 1 to know how far the students speaking performance is before giving the treatments.

b. Post test

The posttest is tested after the researcher gives the treatments. It is given to know and evaluate how affective the mini-drama technique in improving students' speaking performance.

2. Documentation

The researcher uses this method to collect the data about history of the school, the sum of the teachers, official employee, students and other required data at MA Al Muhsin Metro, and learning activities in the classroom.

3. Observation

Observation is a mainstay of action research.[35] Observation refers to the act of watching or noticing. The researcher uses observation to collect the data about students and teacher activities in learning process. The researcher notes their activities in the learning process.

## F. Data Analysis Technique

Data analysis is the process of information or gathered data to draw conclusion. It is a process to organize the data to gain regularity of the pattern and form of the research. This process will be applied by taking the average

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[35] Anne Burns, *Collaborative Action Research for English Language Teacher,* ( Australia: Cambridge University Press, 1999), p. 80

of the pre-test, and post-test. To find out students achievements after the actions are conducted and given test at the early and the last cycles.

$$\bar{X} = \frac{\sum x}{N}$$

X : Mean Score

Σx : The Sum of all scores

n : The total number of subject[36]

## G. Indicator of Success

Indicator can be stated successful in teaching and learning process if the cycle II result more successful that cycle I. The students are called success if 70% students get 75 mark or above and the students can improve speaking performance at MA Al Muhsin Metro.

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[36]Ary Donald et all. *Introduction to Research in Education*. (Canada:WadsworthCengange Learning 2010) p.108-109

**CHAPTER IV**

**RESULT OF THE RESEARCH AND INTERPRETATION**

This section explores about the brief history of research location and result of the research. All of them will be explained more clearly as below:

A. **Result Of The Research**

1. **Description of The Research Location**

   a. **The  Brief History of MA Al Muhsin Metro**

   MA Al Muhsin was established simultaneously with the establishment of the Al Muhsin Islamic Boarding School. At first time, the boarding school only studied about diniyah (Islamic subjects), along the way, there were demands from the parents of the students that Al  Muhsin islamic boarding school graduates must have formal diplomas. So Al Muhsin islamic Boarding School established Madrasah Aliyah as one of education program in Al Muhsin Islamic Boarding School.

   In 1999 MA Al Muhsin received permission from the government which from The minister of education and culture with NPSN: 10648376  for teaching and learning activities to take place and received a permit from Religious ministry Affairs Decree with NSM: 131218720004  with registered status. Then accreditation in 2008 MA Al Muhsin got a B value.

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

The Vision is "The realization of the students MA Al Muhsin Metro that pious generation of Muslims who master science and technology information",

The missions are:
1. To create a generation that has true faith, has noble character and worships properly based on the Qur'an and Sunnah and istiqomah in the way of da'wah.

2. To create a beautiful and friendly educational environment by prioritizing honesty and exemplary.

3. To create the exemplary spirit of educators and students.

4. To Improve and complete learning facilities and infrastructure.

5. To produce highly competitive graduates.

6. To apply effective teaching and learning activities based on technology

b. **The Condition of Teachers and Official Employees at MA Al Muhsin Metro**

Condition of teachers and the official employers in MA Al Muhsin Metro, the number of teachers and official employers in MA Al Muhsin Metro in the academic year of 2020/2021 are that can be identified as follows:

Table 4
The Teachers and the Official Employers at MA Al Muhsin Metro
in the academic year of 2020/2021

| NO | NAME | SEX | OCCUPATION |
|----|------|-----|------------|
| 1 | Nur Rohman, S.E.I. | MALE | Akidah teacher |
| 2 | Abdullah Zuhri, S.Pd.I. | MALE | The Vice Of Curriculum |
| 3 | Hadi Nur Rohim, Lc. | MALE | Akidah teacher |
| 4 | Supratno, S.Pd.I. | MALE | The Vice Of infrasturcture |
| 5 | Eko Sudarmaji, S.Pd. | MALE | English teacher |
| 6 | Rois Ikhsan Ar Rasyid | MALE | Finance staff |
| 7 | Ghozi Ridho Mudhoffar | MALE | Calligraphy teacher |
| 8 | Masykur, S.Kom. | MALE | Computer teacher |
| 9 | M. Asad abdullah, S.Pd. | MALE | English teacher |
| 10 | Doni Anton Firdaus | MALE | Islamic history Teacher |
| 11 | Fathurrohman | MALE | Hadith teacher |
| 12 | Andi Hermawan, Lc, | MALE | Moral teacher |
| 13 | Muhammad Ghozali | MALE | Nahwu teacher |
| 14 | Faisal Fauzi | MALE | Islamic history Teacher |
| 15 | Firka Yulanda, M.Pd. | MALE | Chemistry teacher |
| 16 | Agus Purwanto, S.Pd.I. | MALE | Akhlaq teacher |
| 17 | Farhat Asy Syuja'i, Lc. | MALE | Syariat teacher |
| 18 | Indra Setiawan, S.Pd.I. | MALE | Martial art teacher |
| 19 | Eko Yulianto, S.Pd. | MALE | Shorof teacher |
| 20 | Sudarman, S.Pd.I. | MALE | Syariat teacher |
| 21 | Ali Murtadlo, S.Pd.I | MALE | Quranic Tafsir teacher |
| 22 | Ahmad Nur Wahid, S.Pd.I. | MALE | Islamic history Teacher |
| 23 | Samsul Rizal, Lc. | MALE | Aqidah teacher |
| 24 | Bahtiar Badang, Lc. | MALE | Ushul Fiqh teacher |

| 25 | Drs. Sukamta | MALE | Indonesian language teacher |
|---|---|---|---|
| 26 | Muhammad Sadek | MALE | Aqidah teacher |
| 27 | Taufiqul Hidayat, S.Pd.I. | MALE | Tahfidz teacher |
| 28 | Andarisman, S.Sos.I. | MALE | Indonesian language teacher |
| 29 | Drs. Wiradi | MALE | Sociology teacher |
| 30 | Indra Budiantoro | MALE | Physics teacher |
| 31 | Drs. Ani asmoro | MALE | Mathematic teacher |
| 32 | Roni Suyanto,S.Pd.I | MALE | Calligraphy teacher |
| 33 | Mislan | MALE | Biology teacher |
| 34 | Iswadi, S.Pd. | MALE | Economic teacher |
| 35 | Yatno, S.Pd.I. | MALE | Tafsir teacher |
| 36 | Ahmad Khoirudin, Lc. | MALE | Syariat teacher |
| 37 | Abdullah Shobib, S.Pd.I. | MALE | Tahfidz teacher |
| 38 | Ryan Ibrahim, S.Pd.I. | MALE | Shorof teacher |
| 39 | Herman Susilo, S.Pd.I. | MALE | Geography teacher |
| 40 | Hanafi Yusuf, Lc. | MALE | Akidah teacher |
| 41 | Drs. Taufik | MALE | Geography teacher |
| 42 | Wasis Suprayogi, S.E. | MALE | Economic teacher |
| 43 | Abdurrohman Diyantoro | MALE | Muhadatsah teacher |
| 44 | Iqbal Ridho Abdillah | MALE | Arabic teacher |
| 45 | Ahmad Qona'ah | MALE | English teacher |
| 46 | Rizal Muttaqin | MALE | Martial art teacher |
| 47 | Ali Maskur, M.Pd | MALE | Mathematics teacher |
| 48 | Septi Rahmawati, S.Pd. | FEMALE | English teacher |
| 49 | Herlina Hasanah, S.Pd. | FEMALE | English teacher |
| 50 | Nur Azizah,S.Pd. | FEMALE | Mathematics teacher |
| 51 | Ana Khoirunnisa, S.Pd. | FEMALE | Economic teacher |
| 52 | Ani Astuti, S.Pd.I. | FEMALE | English teacher |
| 53 | Neneng Yusri, S.P. | FEMALE | Biology teacher |
| 54 | Melia Dhuha Isnanti, S.Pd.I. | FEMALE | Shorof teacher |
| 55 | Titik Hanifah, S.Pd. | FEMALE | Mathematics teacher |
| 56 | Emi Widianingsih, S.Pd. | FEMALE | Indonesian language teacher |
| 57 | Sarah Umar, S.Pd. | FEMALE | Moral teacher |
| 58 | Surotun Mu'minah | FEMALE | Syari'at teacher |
| 59 | Asy Syifaa'u Rahmah, S.Pd.I. | FEMALE | Aqidah teacher |
| 60 | Titi Nur Baiti, S.Pd. | FEMALE | Mathematic teacher |
| 61 | Zubaidah Yektiningsih, S.Pd. | FEMALE | Faroid teacher |

| 62 | Heni Latifah | FEMALE | Tafsir teacher |
|----|--------------|--------|----------------|
| 63 | Hijriah Luthfiani | FEMALE | Islamic history teacher |
| 64 | Kartika Dewi, S.Pd. | FEMALE | Geography teacher |
| 65 | Alfa Nikmah, S.Pd. | FEMALE | Chemistry teacher |
| 66 | Zulfani Rahmah, Lc. | FEMALE | Syariat teacher |
| 67 | Endah Sulistiawati, S.Pd. | FEMALE | Chemistry teacher |
| 68 | Yeni Ekawati, A.Md. | FEMALE | Computer teacher |
| 69 | Mardhiyah | FEMALE | Tahfidz teacher |
| 70 | Listya Yulianti, S.Pd. | FEMALE | Physic teacher |
| 71 | Dra.Umi Narsih | FEMALE | Mathematics teacher |
| 72 | Ena Kusumawati  M.N | FEMALE | Arabic translation teacher |
| 73 | Umi Hasanah | FEMALE | Tafsir teacher |
| 74 | Nadya Zunairoh, S.Pd. | FEMALE | Nahwu teacher |
| 75 | Siti Nur Hanifah | FEMALE | Moral teacher |
| 76 | Nihayatul Amria, A.Md. | FEMALE | Computer teacher |
| 77 | Indri Maesaroh | FEMALE | Aqidah teacher |
| 78 | Iin Fatimah | FEMALE | Hadith teacher |
| 79 | Mei Sri Lestari, A.Md. | FEMALE | Hadith teacher |
| 80 | Arifah Qurniani, M.Pd | FEMALE | Biology teacher |
| 81 | Anjar Fatonah, A.Md. | FEMALE | Hadith teacher |
| 82 | Afifah Hasanah | FEMALE | Tahsin teacher |
| 83 | Dewi Lestari | FEMALE | Mahfudzhot teacher |
| 84 | Miftahul Janah | FEMALE | Akhlaq teacher |
| 85 | Rif'a Mawaddah | FEMALE | Tahsin teacher |
| 86 | Alfiyah Nur Hidayah | FEMALE | Syari'at teacher |
| 87 | Asnah, A.Ma. | FEMALE | Niswah teacher |
| 88 | Annisa Fadhilah | FEMALE | Tahfidz teacher |
| 89 | Rahmania Safitri | FEMALE | Hadith teacher |
| 90 | Ayunda Nur Hasanah | FEMALE | Arabic teacher |

*Source: Result of documentation at MA Al Muhsin Metro in the academic year of 2020/2021*

**c. The Quantity Students of MA Al Muhsin Metro**

The quantities of the students at MA Al Muhsin Metro in the academic year of 2020/2021 as illustrated by the following:

Table 5
The Students Quantity of MA Al Muhsin Metro in the academic year 2020/2021

| No. | Class | Boys | Girls | Total |
|-----|-------|------|-------|-------|
| 1 | Class X MIA | 53 | 56 | 109 |
| 2 | Class X IIS | 35 | 57 | 92 |
| 3 | Class XI MIA | 37 | 31 | 68 |
| 4 | Class XI IIS | 23 | 53 | 76 |
| 5 | Class XII MIA | 50 | 29 | 79 |
| 6 | Class XII IIS | 22 | 45 | 67 |
| Total : | | | | 491 |

*Source: Result of documentation at MA Al Muhsin Metro in the academic year of 2020/2021*

**d. The Building of MA Al Muhsin**

The condition of facilities in MA Al Muhsin Metro in the academic year of 2020/2021 that is divided into two campuses, the campuses are :

1. Campus I which is called as boys' campus located in Dr. Soetomo Street 28B Purwosari north Metro, Metro city, Lampung. and the facilities in Campus I can be seen from the table below:

Table 6
The Buildings of MA Al Muhsin Metro for Boys' campus
in the academic year of 2020/2021

| No | Names of Building | Total |
|----|-------------------|-------|
| 1 | The principle's Room | 1 |
| 2 | Administration Room | 1 |
| 3 | UKS room | 1 |
| 4 | Teachers room | 1 |
| 5 | Computer laboratory room | 1 |
| 6 | Students' Cooperation | 1 |
| 7 | Counseling room | 1 |
| 8 | Mosque | 1 |
| 9 | Classrooms | 7 |
| 10 | Language laboratory | 1 |
| 11 | Library | 1 |
| 12 | IPA Laboratory | 1 |
| 13 | Auditorium Room | 1 |
| 14 | OSIS Room | 1 |
| 15 | Canteen | 1 |
| 16 | Toilet | 6 |

*Source : Result of documentation at MA Al Muhsin Metro in the academic year of 2020/2021*

2. Campus II which is next called as girls' campus located in Dr. Soetomo Street 28B Purwoasri north Metro, Metro city, Lampung. This campus has many facilities that will be shown in the table below :

Table 7
The Buildings of MA Al Muhsin Metro for girls' campus
in the academic year of 2020/2021

| No | Names of Building | Total |
|----|-------------------|-------|
| 1 | Administration  Room | 1 |
| 2 | UKS room | 1 |
| 3 | Teachers room | 1 |
| 4 | Computer laboratory room | 1 |
| 5 | Students' Cooperation | 1 |

| 6 | Counseling room | 1 |
|---|---|---|
| 7 | Mosque | 1 |
| 8 | Classrooms | 8 |
| 9 | Language laboratory | 1 |
| 10 | Library | 1 |
| 11 | IPA Laboratory | 1 |
| 12 | Auditorium Room | 1 |
| 13 | OSIS Room | 1 |
| 14 | Canteen | 1 |
| 15 | Toilet | 8 |

### e. The Organization Structure of MA Al Muhsin Metro

The Organization Structure of MA Al Muhsin Metro can be shown in the figure as follows:
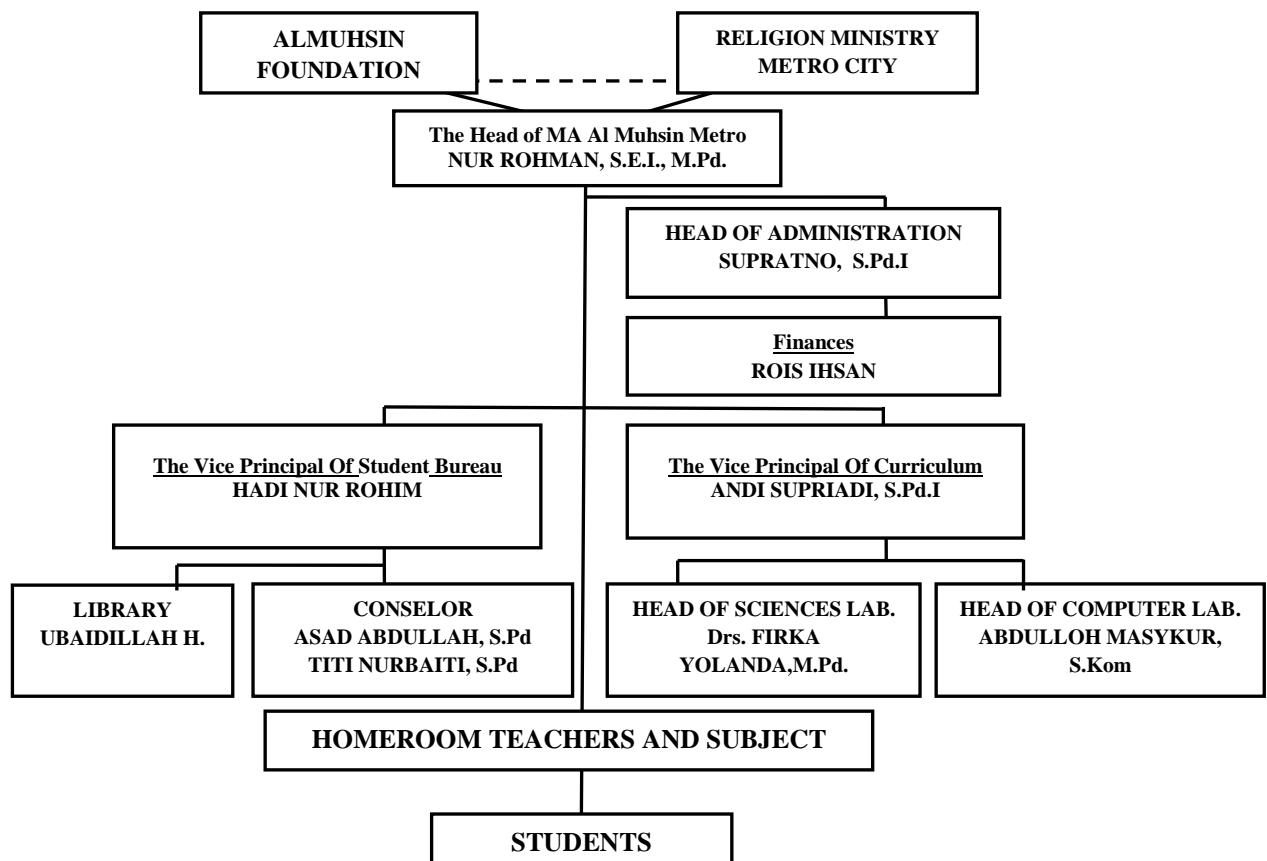


*Figure 2: The Organization Structure of MA Al Muhsin Metro in the Academic Year of 2020/2021*

## B. Description Of The Result

This researcher conducted this research in 2 cycles. The action in cycle 1 was three meeting and two meeting in cycle II, and each meeting took 2 x 45 minutes. As it was mentioned before, for every cycle consists of planning, acting, observing, and reflecting. While on planning, researcher made lesson plan and researcher would teach the students by using these lesson plan. The material of this research was analytical exposition text. Before beginning the process of the cycle, the researcher conducted the pre-test on June 8th, 2021. The student's result of pre-test score can be explained as follows:

## 1. The Result Of The Pre-Test

The researcher measured the students' speaking performance with pre-test before giving the treatment. The students got the directions to make a performance with their groups in front of the class. And the frequency of students' score at pre-test can be seen in the following table:

Table: 8
The Student's Speaking Performance
In Pre-test

| No | Name | Score | Category |
|----|------|-------|----------|
| 1 | Abror Rijal Robbani | 76 | Complete |
| 2 | Achmad Faizal | 48 | Incomplete |
| 3 | Ahlong Rahadian Al fadiphasa | 52 | Incomplete |
| 4 | Akbar Fachrurrozy | 40 | Incomplete |
| 5 | Andika Danendra Nafis | 68 | Incomplete |
| 6 | Aqmal Zakariya | 36 | Incomplete |

| 7 | Arif Fajar Hanafi | 48 | Incomplete |
|---|---|---|---|
| 8 | Azam Mansyur Ali Assulthon | 72 | Incomplete |
| 9 | Ery Fernando | 36 | Incomplete |
| 10 | Fadly Prayoga | 80 | Complete |
| 11 | Ganes Arya Putra | 44 | Incomplete |
| 12 | Handzhollah | 36 | Incomplete |
| 13 | Hanif Pramusda Al Falah | 72 | Incomplete |
| 14 | Ja'far Muhammad Yahya | 36 | Incomplete |
| 15 | Josa Wildan Adzani | 40 | Incomplete |
| 16 | Mohammad Ikhlashul 'Amal | 80 | Complete |
| 17 | Muadz Al Muwaffaq | 36 | Incomplete |
| 18 | Muhammad Ainur Rofiq | 76 | Complete |
| 19 | Muhammad Raihan Nafis | 36 | Incomplete |
| 20 | Rafi Abyan Dafa | 36 | Incomplete |
| 21 | Rama Abimasandy | 48 | Incomplete |
| 22 | Rizqy Agus Salim | 76 | Complete |
| 23 | Saifuddin | 68 | Incomplete |
| **Total** | | | **1240** |
| **Higest Score** | | | **80** |
| **Average** | | | **53.91** |
| **Low score** | | | **36** |

Based on table above, the researcher measured the frequency of students score at the pre-test could be known as follows:

Table 9
The Students Speaking Performance
In pre-test

| No. | Score | Categories | Frequency | Percentages % |
|---|---|---|---|---|
| 1 | $\geq 75$ | Complete | 5 | 22% |
| 2 | $< 75$ | Incomplete | 18 | 78% |
| **Total** | | | **23** | **100%** |

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

Graph 1
The Students Speaking Performance In pre-test
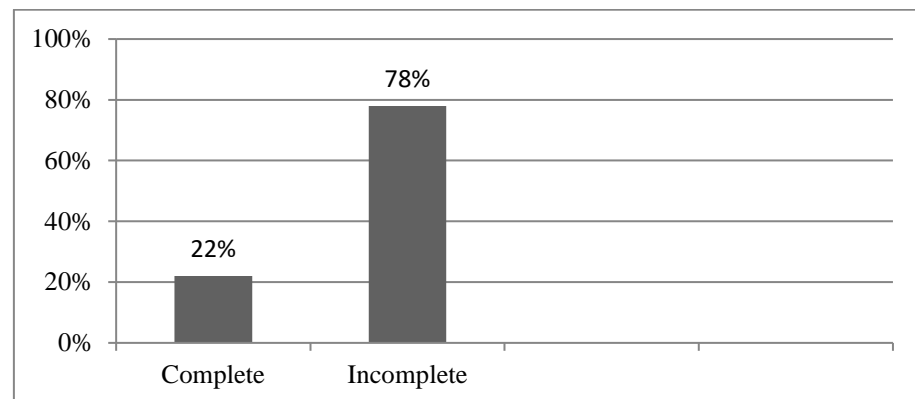


Based on the result, 18 students (78%) did not pass and 5 other students (22%) are Complete. The success students those got the minimum standard (KKM) at MA Al Muhsin Metro it is 75. The numbers of unsuccessful students were more than success students. From the pre-test result, the researcher got the average of 53,91.

So, the result was unsatisfactory and the students' could not achieve the target. It was the reason why, the researcher implement Mini drama to improve the student's speaking performance in MA Al Muhsin Metro .

2. **Cycle I**

This cycle consists of planning, acting, observation, and reflecting. The explanation more clearly as below:

a) Planning

The first meeting was done on June 15ᵗʰ, 2021. It was begun by praying, saying greeting, checking the students' attendance list, and introducing the researcher as a temporary alternate teacher to the students by Mr. Asad Abdullah, S.Pd. Based on the pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the researcher directly made the lesson plan which contains; the material, media, task and evaluation for the second meeting.

b) Acting

The implementation of this cycle was conducted in three meeting. In this meeting the researcher acted to be a teacher. Here the activities of this cycle:

1) The first meeting

The meeting was done on Tuesday, June 15ᵗʰ, 2021. In this meeting, the researcher became a teacher and also the collaborator became the observer. The meeting start by a greeting from the researcher whom is next called as teacher, and then the teacher checked the attendance and asked the students' condition. In the first meeting, firstly, to open the class the teacher tried to give how important speaking is in the daily activities. The teacher stimulated and shared about the useful of speaking in the real life. In this meeting the teacher also told the tips and trick in speaking activities to help the students' problem that commonly faced. In

this meeting the teacher instructed to the student to make groups consisted of four until five student in every group and next gave them a text of a story for the groups to perform in front of their friends in the class. In the end of meeting, the researcher closed with motivated and gave the students spirits to learn and practice more in speaking.

2) The Second Meeting

The researcher conducted the second meeting on Tuesday, June 22nd 2021. In this meeting was started by saying the pray together, and then the teacher checked the students' attendance and asked the students' condition.

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

The second, after the explanation is done, the researcher told them to sit in their groups. In every group they have to discuss about the text, the text of a story that have been prepared. After that the teacher shared to them another text of a story for the groups to do their performance in front of their friends in the class, which also the teacher will check the implementation of analytical exposition from the talking of the story. In the end of meeting, the teacher closed with evaluation, praying and motivated the students.

3) The Third Meeting

The researcher conducted the third meeting on Tuesday, June 29th, . In this meeting the researcher became a teacher and the collaborator became the observer. First, the teacher checked the students' attendance and asked the condition of students.

In this meeting, was giving the post test 1. The test is that the students must perform a mini drama in front of their friends in the class with their groups. The test was done to know students learning result after following the learning process.

Then after time was over, after 2x45 minutes to end the meeting the researcher motivated the students, pray and study hard at home and everywhere.

In the table below is the result of students' score speaking performance in Post-test 1:

Table 10
The Students Speaking Performance
In Post – Test 1 on cycle 1

| No. | Name | Score | Category |
|-----|------|-------|----------|
| 1 | Abror Rijal Robbani | 84 | Complete |
| 2 | Achmad Faizal | 72 | Incomplete |
| 3 | Ahlong Rahadian Al fadiphasa | 76 | Complete |
| 4 | Akbar Fachrurrozy | 48 | Incomplete |
| 5 | Andika Danendra Nafis | 76 | Complete |
| 6 | Aqmal Zakariya | 48 | Incomplete |
| 7 | Arif Fajar Hanafi | 76 | Complete |
| 8 | Azam Mansyur Ali Assulthon | 72 | Incomplete |
| 9 | Ery Fernando | 48 | Incomplete |

| 10 | Fadly Prayoga | 80 | Complete |
|----|---------------|-----|------------|
| 11 | Ganes Arya Putra | 80 | Complete |
| 12 | Handzhollah | 52 | Incomplete |
| 13 | Hanif Pramusda Al Falah | 72 | Incomplete |
| 14 | Ja'far Muhammad Yahya | 52 | Incomplete |
| 15 | Josa Wildan Adzani | 48 | Incomplete |
| 16 | Mohammad Ikhlashul 'Amal | 88 | Complete |
| 17 | Muadz Al Muwaffaq | 36 | Incomplete |
| 18 | Muhammad Ainur Rofiq | 84 | Complete |
| 19 | Muhammad Raihan Nafis | 36 | Incomplete |
| 20 | Rafi Abyan Dafa | 36 | Incomplete |
| 21 | Rama Abimasandy | 76 | Complete |
| 22 | Rizqy Agus Salim | 72 | Incomplete |
| 23 | Saifuddin | 76 | Complete |
| **Total** | | | **1480** |
| **Higest Score** | | | **88** |
| **Average** | | | **64,34** |
| **Low score** | | | **36** |

*Table of students' score in post test 1 cycle 1*

To explain more clearly the students' result post test 1 in cycle 1 can be seen from the table as follow:

Table 11
The Students' Speaking Performance
In Post-test 1 cycle 1

| No. | Score | Categories | Frequency | Percentages % |
|-----|-------|------------|-----------|---------------|
| 1 | ≥ 75 | Complete | 10 | 43% |
| 2 | < 75 | Incomplete | 13 | 57% |
| **Total** | | | **23** | **100%** |

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

Graph 2
The Students' Speaking Performance
in Post – test I
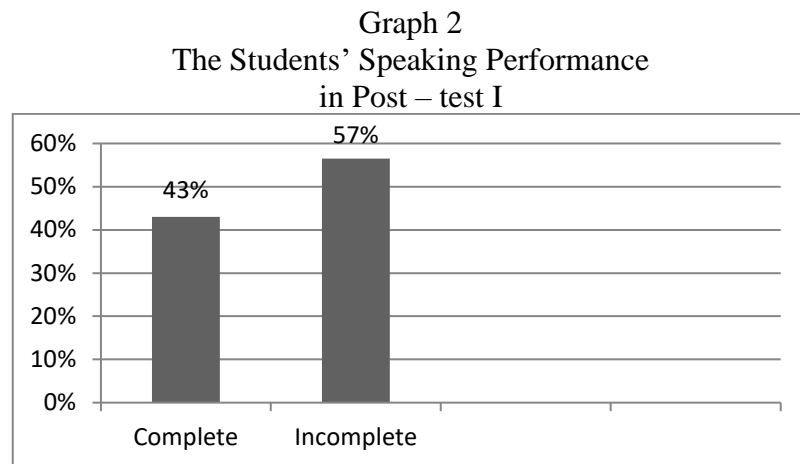


According to the table and the graph above, the students had improved score from the pre test before. And there were 10 students passed the test, before only 5 students completed the test. But, the improvement in post test it was not successful enough, because it's only 10 students (43%) who passed the test. The criteria of students' successful in mastering the material that got minimum score 75 and the class can be said success in achieving the material if 70% of the students' in the class get score at least 75, and the students enjoyed the learning process. The fact showed that the result was unsatisfactory.

c)  Observation

In observation of teacher's action, the researcher presented three meeting in cycle I of learning to find the information their speaking performance. The teacher gave the explanation about analytical

exposition and the technique to comprehend speaking performance easily.

While the treatment was being executed, the students' activities during the teaching and learning process were also being observed by the observer. The students who were active in the learning process would get the list on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

1. The students participate actively in learning language while dramatizing

2. The students are confident to speak up in front of the class

3. The students are able to use the language for original purpose of communication

4. The students improve their creativity while dramatizing

Bellows are the clear illustration about the result of the students' observation as follows:

Table 12
The students' Activities in Cycle I

| No | Students Activities | Meeting 1 | | Meeting 2 | | Increase 1st-2nd Meeting |
|----|---------------------|-----------|------------|-----------|------------|--------|
| | | Frequency | Percentage | Frequency | Percentage | |
| 1 | The students participate actively in learning language while dramatizing | 10 | 43% | 16 | 70% | 27% |
| 2 | The students are confident to speak up in front of the class | 12 | 52% | 13 | 57% | 5% |
| 3 | The students are able to use the language for original purpose of | 10 | 43% | 15 | 65% | 22% |

| | | | | | |
|---|---|---|---|---|---|
| | communication | | | | |
| 4 | The students improve their creativity while dramatizing | 14 | 61% | 16 | 70% | 9% |
| **Average** | | | **50%** | **66%** | |

Then the graph of percentage students' activities in cycle I as follow:

Graph 3:
The students' activities in cycle I
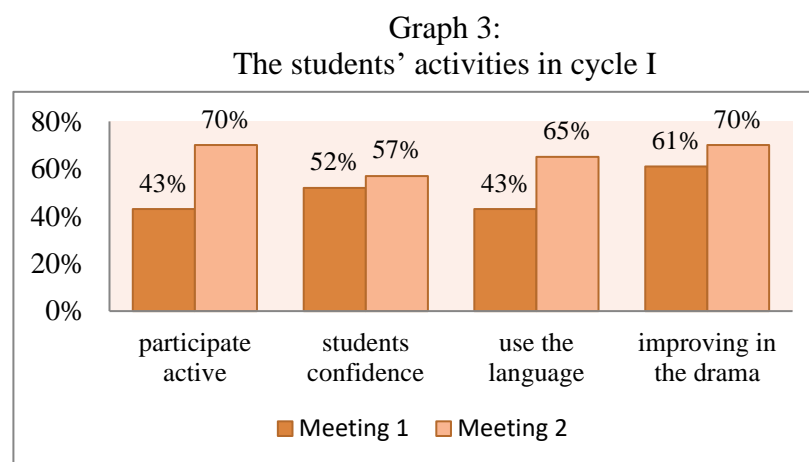


The table showed that not all the students' active in learning process. There were 16 students (70%) in second meeting who participate actively in learning language while dramatizing which before is only 10 students (43%) in the first meeting. 13 students (57%) in second meeting who were confident to speak up in front of the class, before is 12 students (52%) in the first meeting, 15 students (65%) in the second meeting were able to use the language for original purpose of communication, before in the first meeting is 10 students (43%) and 16 students (70%) in the second meeting who improve their creativity while dramatizing

which before is 14 students (61%). It could be concluded that the students' activity in the class was always increasing by using mini drama technique.

d) Reflecting

Related on the result of cycle I, it could be known that most of students still got difficulty to understand analytical exposition text and apply in their speaking performance because the students did not have enough vocabulary and confidence in speaking. The researcher and collaborator analyzed and computed the results of all procedures, such as the student's pre-test score and the result of the student's post-test 1 score, at the end of this cycle. The following is a comparison of pre-test and post-test 1 scores:

Table 13
The comparison of the Students' Score Pre Test and Post Test I

| No | Name | Students Result | | | | |
|----|------|------|------|------|------|------|
| | | Pre – Test | Post – test I | Improve | Percentage % | Category |
| 1 | A R R | 76 | 84 | 8 | 9,5 | Improve |
| 2 | A F | 48 | 72 | 24 | 33,3 | Improve |
| 3 | A R F | 52 | 76 | 24 | 31,6 | Improve |
| 4 | A F | 40 | 48 | 8 | 16,7 | Improve |
| 5 | A D N | 68 | 76 | 8 | 10,5 | Improve |
| 6 | A Z | 36 | 48 | 12 | 25 | Improve |
| 7 | A F H | 48 | 76 | 28 | 36,8 | Improve |
| 8 | A M A | 72 | 72 | 0 | 0 | Constant |
| 9 | E F | 36 | 48 | 12 | 25 | Improve |
| 10 | F P | 80 | 80 | 0 | 0 | Constant |
| 11 | G A P | 44 | 80 | 36 | 45 | Improve |
| 12 | H h | 36 | 52 | 16 | 30,8 | Improve |

| 13 | H P F | 72 | 72 | 0 | 0 | Constant |
|----|-------|----|----|----|----|----------|
| 14 | J M Y | 36 | 52 | 16 | 30,8 | Improve |
| 15 | J W A | 40 | 48 | 8 | 16,7 | Improve |
| 16 | M I 'A | 80 | 88 | 8 | 9,1 | Improve |
| 17 | M A M | 36 | 36 | 0 | 0 | Constant |
| 18 | M A R | 76 | 84 | 8 | 9,5 | Improve |
| 19 | M R N | 36 | 36 | 0 | 0 | Constant |
| 20 | R A D | 36 | 36 | 0 | 0 | Constant |
| 21 | R A | 48 | 76 | 28 | 36,8 | Improve |
| 22 | R A S | 76 | 72 | -4 | -5,6 | Down |
| 23 | S | 68 | 76 | 8 | 10,5 | Improve |
| Total | | 1240 | 1480 | | | |
| Average | | 53,91 | 64,34 | | | |

*Table: the comparison of the students' result in pre-test and post-test 1*

Table 14

The comparison of Students' result on pre test and post-test I

| No | Score | Pre test | | Post test 1 | | Category |
|----|-------|-----------|------------|-----------|------------|------------|
| | | Frequency | Percentage | Frequency | Percentage | |
| 1 | ≥ 75 | 5 | 22% | 10 | 43% | Complete |
| 2 | < 75 | 18 | 78% | 13 | 57% | Incomplete |
| Total | | 23 | 100% | 23 | 100% | |

Graph 4
The Students' score on Pre – Test and Post – Test I
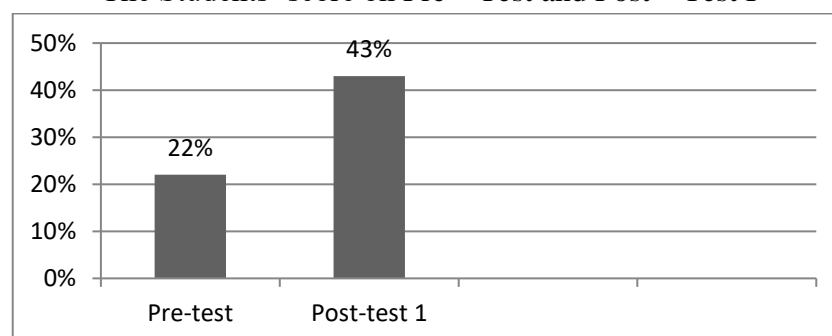
Based on the table and the graphic above, it could be seen that the percentage of success students in pre test was 22% (5 students) and the percentage of post test  43% (10 students) but it did not fulfill the completeness standard (minimum standard criteria) at least 70% students must get $\geq$ 75. After analyzing the learning process the researcher determined that this research should be continued in cycle II.

3. **Cycle II**

The cycle II is similar to the cycle I, it was divided into planning, acting, observing, and reflecting. There are explanation more clearly as below:

a) Planning

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

1) The teacher gave tips, motivation and give additional times to practice more than at the Cycle I.

2) The teacher gave some vocabularies and expressions that commonly used in daily activities.

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

b) Acting

The process of teaching and learning in cycle II is described as not different from the previous cycle. In every stage the teacher tried to make class more interesting and active. The teacher tried to make the students enjoyed the learning process. The description of the result in cycle II could be interpreted as follows:

1) First meeting

The researcher had done the first meeting in the second cycle on Tuesday, July 6th 2021 this meeting was started by praying together, and then the teacher checked the students' attendance and asked about the students' condition.

The teaching and learning process in the cycle II was focused on the weakness of cycle I. The researcher found the students' problems were in pronunciation, grammar and also comprehension. The researcher asked about the previous material, then he explained more about it. After that, the

researcher explained new topic. The new topic is asking and giving opinion. In this meeting the teacher applied the new technique by using mini-drama.

In the end of the meeting, the bell rang after 2 x 40 minutes. It means that the time was over and the researcher ended the lesson and asked the students to study again about asking and giving opinion.

2) Second Meeting

The researcher conducted the second meeting on Tuesday, July 13th, 2021 followed by all students. In this meeting the researcher became the teacher and also the collaborator became the observer. This meeting used to post test II in the end of cycle II. The researcher gave post test to the students. In this meeting almost of the students' delivered and have a good performance. It can be seen from the post test II result.

Table 15
The Students Speaking Performance
in Post – Test II on cycle 2

| No. | Name | Score | Category |
|-----|------|-------|----------|
| 1 | Abror Rijal Robbani | 88 | Complete |
| 2 | Achmad Faizal | 84 | Complete |
| 3 | Ahlong Rahadian Al fadiphasa | 80 | Complete |
| 4 | Akbar Fachrurrozy | 76 | Complete |
| 5 | Andika Danendra Nafis | 80 | Complete |
| 6 | Aqmal Zakariya | 76 | Complete |
| 7 | Arif Fajar Hanafi | 76 | Complete |
| 8 | Azam Mansyur Ali Assulthon | 84 | Complete |

| 9 | Ery Fernando | 76 | Complete |
|---|---|---|---|
| 10 | Fadly Prayoga | 84 | Complete |
| 11 | Ganes Arya Putra | 80 | Complete |
| 12 | Handzhollah | 76 | Complete |
| 13 | Hanif Pramusda Al Falah | 84 | Complete |
| 14 | Ja'far Muhammad Yahya | 76 | Complete |
| 15 | Josa Wildan Adzani | 68 | Incomplete |
| 16 | Mohammad Ikhlashul 'Amal | 92 | Complete |
| 17 | Muadz Al Muwaffaq | 68 | Incomplete |
| 18 | Muhammad Ainur Rofiq | 88 | Complete |
| 19 | Muhammad Raihan Nafis | 64 | Incomplete |
| 20 | Rafi Abyan Dafa | 56 | Incomplete |
| 21 | Rama Abimasandy | 80 | Complete |
| 22 | Rizqy Agus Salim | 80 | Complete |
| 23 | Saifuddin | 80 | Complete |
| **Total** | | | **1796** |
| **Highest Score** | | | **92** |
| **Average** | | | **78,1** |
| **Low score** | | | **56** |

To explain more clearly the students' result of post tests II in cycle

II to can be illustrated as follow:

Table 16
The Students' Result Speaking Performance
In Post-test II

| No. | Score | Categories | Frequency | Percentages % |
|---|---|---|---|---|
| 1 | $\geq 75$ | Complete | 19 | 83 % |
| 2 | $< 75$ | Incomplete | 4 | 17% |
| **Total** | | | **23** | **100%** |

Graph 5
The Students' Speaking Performance
in Post – test II
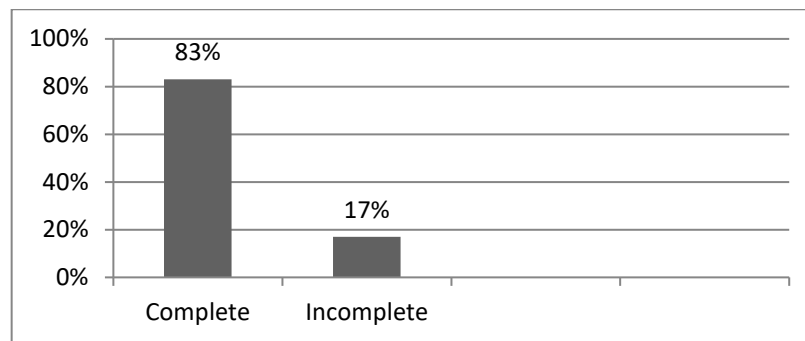


The table above is the students' result score at post – test II. It can be seen there was increasing from the score of post test I and post test II. There were 83 % (19 students) passed the score of minimum mastery criteria. The lowest score was 56, the highest score was 92, and the average score was 78,1. The average post 1 was 65,21. It means that was increasing 12,89 score from post – test I to post – test II.

c) Observing

In the observation the researcher presented two meetings in cycle II. The researcher gave the explanation about asking and giving opinion and also gave treatment using mini drama, games, vocabulary and expressions which is able to be used to improve the students' speaking performance easily. It was expected could help the students to get the various ways and techniques to improve their speaking performance. In this stage the students more active and enthusiastic in concerning the teaching and the learning process. Bellows are the activities that observed:

1. The students participate actively in learning language while dramatizing

2. The students are confident to speak up in front of the class

3. The students are able to use the language for original purpose of communication

4. The students improve their creativity while dramatizing

The result of the class observation can be seen in the table as follow:

Table 17
The students' Activities in Cycle II

| No | Students Activities | Meeting 1 | | Meeting 2 | | Increase 1st-2nd Meeting |
|---|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage | |
| 1 | The students participate actively in learning language while dramatizing | 18 | 78% | 21 | 91% | 13% |
| 2 | The students are confident to speak up in front of the class | 16 | 70% | 19 | 83% | 13% |
| 3 | The students are able to use the language for original purpose of communication | 17 | 74% | 22 | 96% | 22% |
| 4 | The students improve their creativity while dramatizing | 18 | 78% | 23 | 100% | 22% |
| **Average** | | **75%** | | **93%** | | |

Graph 6
The Students' activities in cycle II
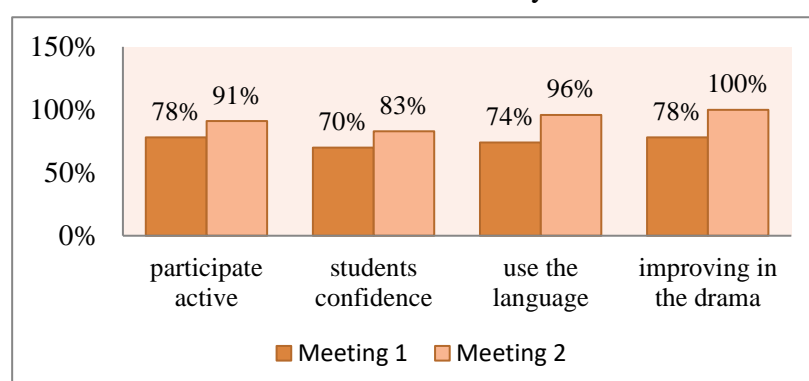
Based on the tables and the graphics above described that the students' activity in cycle II was improved significantly from the previous cycle. It could be known, from the first meeting the percentage of the entire indicators of student's activities in the last meeting from the first cycle was 66%, while in the last meeting in the second cycle the percentage was 93%. It could be concluded that the learning process of cycle II was successful because the entire indicator of success from first meeting up to the last meeting of students' activity had been fulfilled at least 70.

d) Reflecting

At the end of this cycle, the researcher and collaborator evaluated and computed all of the processes, including the student's post-test II score and observation of students' learning activities. The comparison between the students' post-test I and post-test II scores is shown in the table below:

Table 18
The Result of Students' Post Test I and Post Test II

| No | Name | Students Result | | | | |
|---|---|---|---|---|---|---|
| | | Post – Test 1 | Post – test II | Improve | Percentage % | Category |
| 1 | A R R | 84 | 88 | 4 | 4,5 | Improve |
| 2 | A F | 72 | 84 | 12 | 14,3 | Improve |
| 3 | A R F | 76 | 80 | 4 | 5 | Improve |
| 4 | A F | 48 | 76 | 28 | 37 | Improve |
| 5 | A D N | 76 | 80 | 4 | 5 | Improve |
| 6 | A Z | 48 | 76 | 28 | 37 | Improve |
| 7 | A F H | 76 | 76 | 0 | 0 | Constant |
| 8 | A M A | 72 | 84 | 12 | 14,3 | Improve |
| 9 | E F | 48 | 76 | 28 | 36,8 | Improve |

| | | | | | | |
|---|---|---|---|---|---|---|
| **10** | F P | 80 | 84 | 4 | 4,8 | Improve |
| **11** | G A P | 80 | 80 | 0 | 0 | Constant |
| **12** | H h | 52 | 76 | 24 | 31,6 | Improve |
| **13** | H P F | 72 | 84 | 12 | 14,3 | Improve |
| **14** | J M Y | 52 | 76 | 24 | 31,6 | Improve |
| **15** | J W A | 48 | 68 | 20 | 29,4 | Improve |
| **16** | M I 'A | 88 | 92 | 4 | 4,3 | Improve |
| **17** | M A M | 36 | 68 | 32 | 47,1 | Improve |
| **18** | M A R | 84 | 88 | 4 | 4,5 | Improve |
| **19** | M R N | 36 | 64 | 28 | 43,8 | Improve |
| **20** | R A D | 36 | 56 | 20 | 35,7 | Improve |
| **21** | R A | 76 | 80 | 4 | 5 | Improve |
| **22** | R A S | 72 | 80 | 8 | 10 | Improve |
| **23** | S | 76 | 80 | 4 | 5 | Improve |
| **Total** | | **1480** | **1796** | | | Improve |
| **Average** | | **64,34** | **78,1** | | | Improve |

Table 19
The Result Speaking Performance in
Post test I and post- test II

| No | Score | Post test I | | Post test II | | Category |
|---|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage | |
| 1 | ≥ 75 | 10 | 43% | 19 | 83% | Complete |
| 2 | < 75 | 13 | 57% | 4 | 17% | Incomplete |
| Total | | 23 | 100% | 23 | 100% | |

Graph 7
The Percentage of Students' score on Post-Test I and Post–Test II
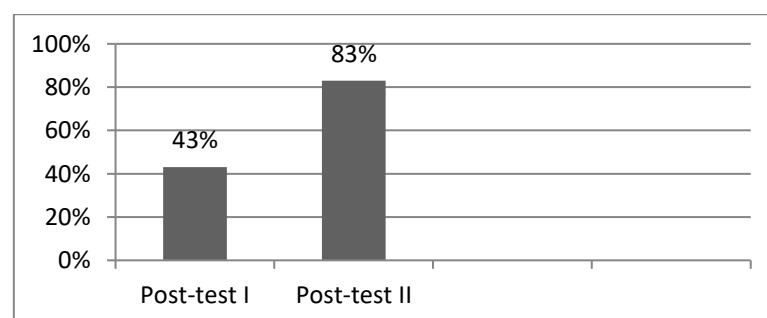
Based on the table and the graph above, it could be known that the students' complete of post-test I score was 43% or 10 students of the total students passed the minimum score ≥75 and 57% or 13 students did not passed the minimum score < 75 and in post test II score was 83% or 19 students of the total students passed the minimum score ≥ 75 and 17% or 4 students did not pass the minimum score at least 75. It means that the indicator of success of this research had been achieved that was ≥ 70% students get score 75. It indicated that the students' speaking performance was improved.

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before, the students took a very good attention to the teacher's explanation and the students more active during the class, the students' confidence was also improved significantly, braver to present and expresses their idea to speak English.

## C.  Interpretation

1.  The Learning Result Cycle I

In this research, a researcher gave the students pre-test with groups for the purpose to know the students' speaking performance while their group performing a story before giving a treatment. In the pre-test, there were only 5 students (22%) passed the pre-test and 18 students (78%) failed the pre-test. Furthermore, in the pre-test the lowest result score was 36 and the highest result score was 80.

The researchers conducted the treatment to the students in Cycle I after completing the pre-test. The researcher then gave the test at the next meeting, and it was called by post-test I.

For the next by analyzing the score and result of post-test I, the researcher could give the conclusion that 10 students (43%) passed the post-test I. The lowest result score was 36, the highest result score was 88, the average score was 64,34.

Based on the students' score in pre-test and post-test I, there was improving of the students score. It could be known from the average in pre-test 53,91 and post-test I 64,34. Even though there was improving of the students' achievement, the cycle I was not successfully yet because only 10 students' (43%) who passed in post-test I. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

2. The Learning Result Cycle II

The researcher had to conduct the next cycle after evaluating the students' results in the post test I of cycle I because only 10 students (43%) who passed the test and got score $\geq$ 75.

For the next cycle, the researcher gave post-test II. The researcher analyzed the result of post-test II and concluded that there were 19 students (83%) passed the test because they got score $\geq$ 75. In this

post-test, the lowest score was 56, the highest score was 92, and the average score was 78,1.

From the result of the students score from post-test II, researcher concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 64,34 and 78,1 then the increasing score was 13,76. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 5, 10 and 19 students. Because the achievement of students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

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

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

Table 20
The comparison of the Result of Students'
In Pre Test, Post Test I and Post Test II

| No | Name | Students Result | | | | |
|----|------|-----------------|---|---|---------|----------|
|    |      | Pre - Test | Post – test I | Post – test II | Improve | Category |
| 1 | A R R | 76 | 84 | 88 | 4 | Improve |
| 2 | A F | 48 | 72 | 84 | 12 | Improve |
| 3 | A R F | 52 | 76 | 80 | 4 | Improve |
| 4 | A F | 40 | 48 | 76 | 28 | Improve |

| | | | | | | |
|---|---|---|---|---|---|---|
| **5** | A D N | 68 | 76 | 80 | 4 | Improve |
| **6** | A Z | 36 | 48 | 76 | 28 | Improve |
| **7** | A F H | 48 | 76 | 76 | 0 | Constant |
| **8** | A M A | 72 | 72 | 84 | 12 | Improve |
| **9** | E F | 36 | 48 | 76 | 28 | Improve |
| **10** | F P | 80 | 80 | 84 | 4 | Improve |
| **11** | G A P | 44 | 80 | 80 | 0 | Constant |
| **12** | H h | 36 | 52 | 76 | 24 | Improve |
| **13** | H P F | 72 | 72 | 84 | 12 | Improve |
| **14** | J M Y | 36 | 52 | 76 | 24 | Improve |
| **15** | J W A | 40 | 48 | 68 | 20 | Improve |
| **16** | M I 'A | 80 | 88 | 92 | 4 | Improve |
| **17** | M A M | 36 | 36 | 68 | 32 | Improve |
| **18** | M A R | 76 | 84 | 88 | 4 | Improve |
| **19** | M R N | 36 | 36 | 64 | 28 | Improve |
| **20** | R A D | 36 | 36 | 56 | 20 | Improve |
| **21** | R A | 48 | 76 | 80 | 4 | Improve |
| **22** | R A S | 76 | 72 | 80 | 8 | Improve |
| **23** | S | 68 | 76 | 80 | 4 | Improve |
| **Total** | | **1240** | **1480** | **1796** | | |
| **Average** | | **53.91** | **64.34** | **78.1** | | |

Related on the pre-test result, post-test I and post-test II, it was known that there was a positive significant improvement of the students' score. It could be known from the average 53.91 to 64.34 became 78.1. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

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

Table 21
The comparison of Speaking Performance
in Pre-test Post-test I and post-test II

| No | Score | Pre-test | | Post-test I | | Post-test II | | Category |
|---|---|---|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | |
| 1 | ≥ 75 | 5 | 22% | 10 | 43% | 19 | 83% | Complete |
| 2 | < 75 | 18 | 78% | 13 | 57% | 4 | 17% | Incomplete |
| Total | | 23 | 100% | 23 | 100% | 23 | 100% | |

Graph 8
The Comparison of the Students score
at Pre test Post test I and Post test II
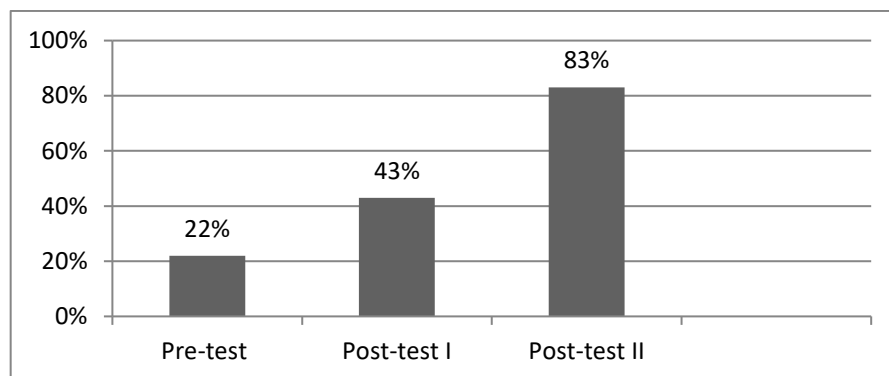


Related on the previous graph, it can be inferred that mini-drama as the technique could improve the students' speaking performance. It is proven by improving score of the students from pre-test to post-test I and from post-test I to post-test II. It could be seen from the percentage of the Students' score, 22% to 43% became 83%.

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

The data for the students' learning activities was gathered from the observation sheet of all of the students' learning activities. The following is an improvement to the table:

Table 22
Students' Activity in Cycle I and II

| No | Name of Cycle | 1st Meeting | 2nd Meeting | Average | Category |
|----|---------------|-------------|-------------|---------|----------|
| 1  | Cycle I       | 50%         | 66%         | 58%     | Increased |
| 2  | Cycle II      | 75%         | 93%         | 84%     | Increased |

To explain more clearly the result of the class observation for the whole meeting, from the first meeting until the last meeting the researcher draw it in the graph as follow:

Graph 9
The Comparison of Students' Activity
In Cycle I and Cycle II
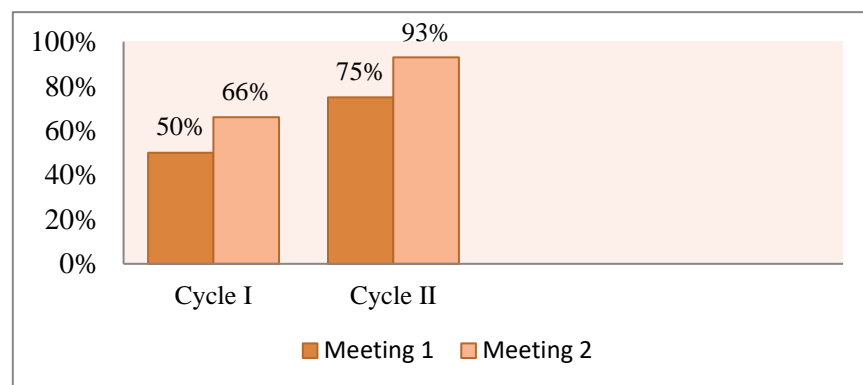


Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 75 and the students became more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

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

Then, there was significant improvement of student's learning result from pre-test to post-test II. It can be seen from the pre-test, the average score is 53,91 with the percentage of success is 22%. In post-test I the average score is 64,34 with the percentage of success is 43% and in post-test II the average score is 78,1 with the percentage of success is 83%.

At the end, it had become the proof that using mini-drama as the technique can improve students' speaking performance. It can be seen from indicator of success, because of 83% or 19 of the total students already passed the criteria by the minimum $\geq 70\%$ for the score at least 75.

The research conclusion is mini drama as one technique which improves the students' speaking performance among the eleventh grader of MA Al Muhsin Metro.

**B. Suggestion**

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

1. For the Students:

   a. The students are suggested to be more active in learning process especially English subject.

   b. The students should practice speaking English as often as possible and then to give motivation to the students to improve their ability in speaking performance through mini-drama.

   c. The students are suggested to increase their speaking performance through mini-drama.

2. For English Teacher

   a. The English teachers are recommended to choose and use various technique or strategy to teach English, especially to develop the students' speaking performance.

   b. The English teacher should read more books to improve their knowledge especially in English subject.

3. For Headmaster

   a. The headmaster is recommended to obtain the value of this research in order to improve students' learning activity in English subject.

b. Try to apply mini-drama technique in learning and teaching because it can influence the cognitive and effective of students' and increase students' achievement.

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**APPENDIX**

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan    : MA Al Muhsin Metro

Mata Pelajaran       : Bahasa Inggris

Kelas                 : XI

Materi Pokok         : Analytical Exposition Text.

Alokasi Waktu       :  4 x 45 Menit

## A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghargai dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangus dalam pergaulan dunia dan keberadaannya.

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri , bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar**

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

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

**C. Indikator Pencapaian Kompetensi**

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

**D. Tujuan Pembelajaran**

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

**E. Materi Pembelajaran**

**Teks analytical exposition**

Analytical Exposition is kind of text which consists of the kinds of argument.

1. ThePurpose of Analytical Exposition:

   *To persuade by presenting argument*

   *To analyze or explain 'how' and 'why'*

2. The generic structure of Analytical Exposition

   a. Thesis

   b. Argumentation

   c. Re-iteration (Conclusion)

3. Language Features of Analytical Exposition

   - The use of Emotive word ( Menggunakan kata Emotif)

        ex: alarmed (cemas), worried (khawatir)

   - The use "words that qualify statement"

        Kata yg memenuhi syarat pernyataan.

        Ex: usual (biasa), probably (mungkin)

   - The use 'words that link argument

        Menggunakan kata yang menggunakan argument

        (Firstly, however, on the other hand, therefore)

   - The use of the present tense

   - The use of compound and complex sentences

**F. Model/Metode Pembelajaran**

1. Pendekatan: *scientific*

2. Strategi: *observe – practice.*

3. Metode: *Inquiry/Experiencial learning.*

**G. Kegiatan Pembelajaran**

| Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
|---|---|---|
| Pendahuluan | • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.<br>• Guru dapat menggunakan kaliamat "Good *morning, students"*.<br>• Pastikan peserta didik merespon dengan menjawab kembali "Good *morning, Teacher/ Sir/Mam"*.<br>• Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.<br>• Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. | 15menit |
| Inti | ***Observing***<br><br>• Guru Menjelaskan mengenai hal-hal yang berkaitan dengan teks analytical exposition (karakteristik, format, maupun kegunaannya).<br>***Communicating***<br><br>• Peserta didik mengidentifikasi karakter dari teks analytical exposition.<br>• Peserta didik menjelaskan format dari teks analytical exposition.<br>• Peserta didik belajar memahami fungsi dari teks | 45 menit<br><br><br><br><br>50 menit |

| | | | |
|---|---|---|---|
| | | analytical exposition. | |
| | | • ***Experimenting*** | 50 menit |
| | | • Dalam bagian ini, guru memberikan contoh teks analytical exposition. | |
| | | • Setelah menjelaskan tentang jenis teks analytical exposition, guru memberikan pelatihan sederhana. Bisa dalam bentuk menuliskan struktur dari teks analytical exposition maupun menyusun paragraf acak menjadi sebuah teks analytical exposition yang baik. | |
| Penutup | | • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaan mereka (REFLEKSI). | 20 menit |
| | | • Guru Memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik pembahasan. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. | |
| | | • Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian projek. | |

## H. Penilaian

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

➢ **Bentuk instrumen**

1. Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.

2. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

   a. Rubrik Percakapan (speaking rubric assesment)

| Criteria | Rating score | Description |
|---|---|---|
| Pronunciation | 5 | Has few foreign accent signs |
| | 4 | Often understandable, even though one is aware of a specific accent. |
| | 3 | Problems with pronunciation require focused listening and often concentrated listening. Conduct the misunderstanding. |
| | 2 | Quite difficult to understand, it is always important to ask to repeat due to pronunciation. |
| | 1 | Problems with pronunciation are so extreme that speech is practically incomprehensible.. |
| Grammar | 5 | Makes few (if any) apparent grammar or word order mistakes. |
| | 4 | Grammatical and/or word-order errors rarely occur, but they do not have an ambiguous meaning. |
| | 3 | Allows regular grammar mistakes and obscure sense of word-order. |
| | 2 | Errors in grammar and word-order make understanding hard. Phrases are most commonly rephrased and/or limited to basic patterns. |
| | 1 | Grammar and word order errors are so serious that speech is practically incomprehensible. |
| Vocabulary | 5 | Vocabulary and idioms are practically used by native speakers. |

| | 4 | Sometimes because of lexical deficiencies, incorrect words are used and/or concepts must be rephrased. |
|---|---|---|
| | 3 | Conversation is somewhat restricted because of insufficient vocabulary, often using the wrong words. |
| | 2 | Word misuse and quite little vocabulary make communication very difficult.. |
| | 1 | Limitations to vocabulary are so serious that communication is nearly impossible. |
| Fluency | 5 | As articulate and simple to speak as that of native speakers. |
| | 4 | Language speed tends to be slightly influenced by language problems. |
| | 3 | speed and fluency are heavily influenced by language issues.. |
| | 2 | Typically reluctant, always silenced by language restrictions. |
| | 1 | Speech is as stumbling and fragmentary as to make communication nearly impossible. |
| Comprehension | 5 | It seems to comprehend anything without difficulty. |
| | 4 | Understand almost all in normal speech, even though occasional repetition can be needed. |
| | 3 | Understand much of what is said in repetitions with slower-than-normal speech. |
| | 2 | It's really hard to follow what's being said. Only "social conversation" can be understood and spoken slowly with frequent repetitions. |
| | 1 | Cannot be assumed that understand even a simple English conversiation. |

Cara Penilaian Percakapan:

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa   x 100

     Skor maksimal/ideal

b. Penilaian Sikap Melalui Observasi

1. Lembar Pengamatan Sikap pada Kegiatan Mini drama

| No. | Sikap yang diamati | Terlihat (√) | Tidak terlihat (√) |
|---|---|---|---|
| 1. | Keterlibatan aktif siswa | | |
| 2. | Kepercayaan diri siswa di depan kelas | | |
| 3. | Dapat mengaplikasikan bahas inggris di kehidupan | | |
| 4. | Improvisasi dalam kegiatan pembelajaran. | | |

Metro,…th ………2021

Guru Bahasa Inggris                                    Mahasiswa peneliti

M. Asad Abdullah, S.Pd                               Ahmad Qona'ah
NIP.                                                            NPM. 1601070137

Mengetahui
Kepala MA Al Muhsin Metro

Nurrohman, S.EI, M.Pd.
NIP.

**RENCANA PELAKSANAAN PEMBELAJARAN**

| | |
|---|---|
| Madrasah | : MA Al Muhsin Metro |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : XI |
| Materi Pokok | : Menyatakan pendapat dan pikiran serta responnya (asking and giving opinion) |
| Alokasi Waktu | : 4 x 45 Menit |

## A. Kompetensi Inti (KI)

KI 1 :  Menghayati dan mengamalkan  ajaran agama yang dianutnya

KI 2 :  Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai),  santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :  Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :  Mengolah, menalar,  dan menyaji  dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu  menggunakan metoda sesuai kaidah keilmuan.

**B. Kompetensi Dasar**

KD 1 :  1.1  Mensyukuri dan menghargai kesempatan dapat mempelajari bahasa Inggris sebagai mata pelajaran serta sebagai pengenalan bahasa pengantar komunikasin Internasional.

KD 2 :  2.1  Mengimplementasikan perilaku santun, peduli dan tanggung jawab dalam melaksanakan komunikasiinterpersonaldengangurudanteman.

2.2  Mengimplementasikan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3  Mengimplementasikan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalammelaksanakan komunikasi fungsional.

KD 3 :  3.2  Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

**C. Indikator Pencapaian Kompetensi**

Indikator Kompetensi Inti:

1.1.1  Mengekspresikan rasa syukur atas kesempatan dapat belajar bahasa Inggris sebagai mata pelajaran.

2.2.1  Bertanggung jawab terhadap tugas yang diberikan.

2.2.2  Mengakui kesalahan yang diperbuat.

2.2.3  Tidak melimpahkan kesalahan terhadap orang lain.

Indikator Kompetensi Dasar:

**Pertemuan 1 (2 JP)**

3.2.1  Mengidentifikasi teks interaksi interpersonal, lisan dan tulis, sederhana, memberi pendapat dan pikiran, serta responnya sesuai dengan konteks penggunaannya.

3.2.2  Menyebutkan fungsi sosial tentang ungkapan memberi pendapat atau pikiran, serta responnya sesuai dengan konteks penggunaannya.

3.2.3　　　Membedakan ungkapan-ungkapan tentang memberi pendapat dan pikiran serta responnya sesuai dengan konteks penggunaannya.

**Pertemuan 2 (2 JP)**

4.3.1　Membuat percakapan tertulis untuk menjabarkan, menanya, dan merespon tindakan dalam memberikan pendapat dan pikiran, serta responnya, sesuai dengan konteks penggunaannya.

4.3.2　Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi pendapat dan pikiran, serta responnya, sesuai dengan konteks penggunaannya.

**D. Tujuan Pembelajaran :**

(Sikap Spiritual)

1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.4. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

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

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

(Pengetahuan)

3.3.1.　Siswa dapat mengidentifikasi ungkapan menyatakan dan pikiran serta responnya

3.3.2.　 Siswa dapat menirukan model interaksi menyatakan pendapat dan pikiran

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

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

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

3.3.5. Siswa dapat mengidentifikasi model percakapan tentang menyatakan pendapat

dan pikiran serta responnya

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

(Penerapan)

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

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

### E. Materi Pembelajaran

Teks tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat,

a. Fungsi sosial

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

b. Struktur text

1. Pendapat (opinions)

**Opinions**

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

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

**F. Kegiatan Pembelajaran**

Pertemuan 1

1) **Kegiatan Pendahuluan**

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

2) **Kegiatan Inti**

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

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

| b. **Mempertanyakan (Questioning)** | | |
|---|---|---|
| - Memberikan kesempatan untuk melakukan diskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia. | - Berdiskusi bersama tentang perbedaan ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dan Bahasa Indonesia | |
| - Meminta siswa untuk berdiskusi tentang *suggestion box* yang ada di sekolah | - berdiskusi tentang *suggestion box* yang ada di sekolah | 10 Menit |
| - memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di *suggestion box* sekolah | - melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering diterima di *suggestion box* sekolah | |
| c. **Mengeksplorasi (Exploring)** | | |
| - Meminta siswa berpasangan membaca teks tentang fasilitas | - berpasangan membaca dialog tentang asilitas | 10 Menit |

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

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

3) **Kegiatan Penutup**

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

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

Pertemuan 2

1) **Kegiatan Pendahuluan**

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

2) **Kegiatan Inti**

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

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

| b. **Mempertanyakan (Questioning)** | | |
|---|---|---|
| - Memberikan kesempatan untuk mendengarkan dialog tentang pendapat dan pikiran tentang "Ladybug café" dan melengkapi jawaban pada pertanyaan tentang dialog tersebut | - mendengarkan dialog tentang pendapat dan pikiran tentang "Ladybug café" dan melengkapi jawaban pada pertanyaan | |
| - Meminta siswa untuk mencari berdiskusi mengenai jawaban masing-masing | - berdiskusi mengenai jawaban masing-masing | 10 Menit |
| - memberikan kesempatan untuk siswa melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering harus di utamakan berikut alasannya | - melaporkan hasil diskusi dan menjelaskan pendapat dan pikiran yang sering harus di utamakan berikut alasannya | |

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

| | | |
|---|---|---|
| memberikan masukan mengenai pendapat siswa yang bersangkutan | yang bersangkutan | |
| - meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri *(learning journal).* | - menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri *(learning journal).* | |

3) **Kegiatan Penutup**

| Guru | Siswa | Waktu |
|---|---|---|
| - memberi panduan menyimpulkan hasil pembelajaran | - dengan panduan guru menyimpulkan hasil pembelajaran | |
| - meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan | - menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan | |
| - memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya | - membaca pelajaran berikutnya | 10Menit |
| - memberi masukan baik dari aspek struktur teks, | - mencatat semua masukan guru baik dari aspek | |

| kebahasaan maupun ucapan, tekanan kata dan intonasi | struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi | |
|---|---|---|
| - menyampaikan rencana kegiatan pertemuan berikutnya | - mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya | |

**G. Penilaian, Pembelajaran Remedial dan Pengayaan**

➢ **Jenis/Teknik Penilaian**

Oral test dalam kelompok, dalam menampilkan mini drama.

➢ **Bentuk instrumen**

1. Oral test dalam kelompok, dalam menampilkan mini drama.
2. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

c. Rubrik Percakapan (speaking rubric assesment)

| Criteria | Rating score | Description |
|---|---|---|
| Pronunciation | 5 | Has few foreign accent signs |
| | 4 | Often understandable, even though one is aware of a specific accent. |
| | 3 | Problems with pronunciation require focused listening and often concentrated listening. Conduct the misunderstanding. |
| | 2 | Quite difficult to understand, it is always important to ask to repeat due to pronunciation. |
| | 1 | Problems with pronunciation are so extreme that speech is practically incomprehensible.. |
| Grammar | 5 | Makes few (if any) apparent grammar or |

| | | |
|---|---|---|
| | | word order mistakes. |
| | 4 | Grammatical and/or word-order errors rarely occur, but they do not have an ambiguous meaning. |
| | 3 | Allows regular grammar mistakes and obscure sense of word-order. |
| | 2 | Errors in grammar and word-order make understanding hard. Phrases are most commonly rephrased and/or limited to basic patterns. |
| | 1 | Grammar and word order errors are so serious that speech is practically incomprehensible. |
| Vocabulary | 5 | Vocabulary and idioms are practically used by native speakers. |
| | 4 | Sometimes because of lexical deficiencies, incorrect words are used and/or concepts must be rephrased. |
| | 3 | Conversation is somewhat restricted because of insufficient vocabulary, often using the wrong words. |
| | 2 | Word misuse and quite little vocabulary make communication very difficult.. |
| | 1 | Limitations to vocabulary are so serious that communication is nearly impossible. |
| Fluency | 5 | As articulate and simple to speak as that of native speakers. |
| | 4 | Language speed tends to be slightly influenced by language problems. |
| | 3 | speed and fluency are heavily influenced by language issues.. |
| | 2 | Typically reluctant, always silenced by language restrictions. |
| | 1 | Speech is as stumbling and fragmentary as to make communication nearly impossible. |
| Comprehension | 5 | It seems to comprehend anything without difficulty. |
| | 4 | Understand almost all in normal speech, even though occasional repetition can be needed. |
| | 3 | Understand much of what is said in repetitions with slower-than-normal speech. |

| | 2 | It's really hard to follow what's being said. Only "social conversation" can be understood and spoken slowly with frequent repetitions. |
| | 1 | Cannot be assumed that understand even a simple English conversiation. |

Cara Penilaian Percakapan:

Rumus perhitungan nilai siswa, sebagai berikut :

<u>Jumlah skor yang diperoleh siswa</u>   x 100

    Skor maksimal/ideal

d.  Penilaian Sikap Melalui Observasi

2.  Lembar Pengamatan Sikap pada Kegiatan Mini drama

| No. | Sikap yang diamati | Terlihat (√) | Tidak terlihat (√) |
|---|---|---|---|
| 1. | Keterlibatan aktif siswa | | |
| 2. | Kepercayaan diri siswa di depan kelas | | |
| 3. | Dapat mengaplikasikan bahas inggris di kehidupan | | |
| 4. | Improvisasi dalam kegiatan pembelajaran. | | |

## G. Media/alat, Bahan, dan Sumber Belajar

1. Media/Alat       :   LCD, Papan Tulis, Work Sheet, Speaker.

2. Bahan            :   PPt, Video, Teks

3. SumberBelajar   :

   a. Buku *bahasa inggris* terbitan *Intan Pariwara grade XI*

   b. Buku *Pathway to English for senior high School Grade XI General Programme.*

Metro,. . .<sup>th</sup>, . . . . . . . . . . .2021

Guru Bahasa Inggris                                Mahasiswa peneliti

M. Asad Abdullah, S.Pd                          Ahmad Qona'ah
NIP.                                                      NPM. 1601070137

Mengetahui
Kepala MA Al Muhsin Metro

Nurrohman, S.EI, M.Pd.
NIP.

**PRE- TEST**

Direction : Make a simple dialog and perform in front of the class with the group.

Example :

**(*morning in the school*)**

Andi : Goog morning Nita?
Nita : Good morning Andi, everything is ok?
Andi : Not at all.
Nita : Why?
Is there something happen?
Andi : I am not doing my homework!
Nita : what did you do last night?
Barok : Hi…. guys?
Why do you look so serious?
Nita : Hello Barok, really….really this is serious!
Barok : Slow down guys, it's still morning you know.
Andi : Barok…I am in dangerous, because I have not done my homework.
Barok : what!!! Are you serious?
Nita : Yes!
Barok: Oh my God,,,, Andi this is my suggestion, if you do not like any trouble in English lesson it is better you to do your homework now. You still have time, even it is just 10 minutes.
Andi : Thanks for your suggestion, Barok, I will do it right now.
*(the bell is ringing and they come to the class)*

**The following are the texts the researcher gave to each group to perform:**

**Perform with your group in front of the class**

For the first group:

**THE KING AND HIS DAUGHTER**

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

King : Bring me all the princes, please!
Servant : With my honor your majesty.
Excuse me; all the princes have to come to the king now.
Sherefina : We will come after!

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

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

Eldes princes : Sweet father, it is like sugar!

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

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

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

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

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

Prince : Hi…….! Who is there?

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

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

girl. Hi…. answer me, please.

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

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

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

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

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

Vocabulary:

| Take refuge | : | berlindung, menyelamatkan diri, berdiam |
| Throw off | : | membuang, mencopot, melepas |
| Certain | : | convinced/ sure |
| Affection | : | cinta, sayang |

**Perform with your group in front of the class**

For the second group:

## TELAGA WARNA

Long long ago there was a kingdom in West Java. The kingdom was ruled by king. People called their king His Majesty Prabu. Prabu was kind and wise king. No wonder if that country was prosperous. There's no hunger in this kingdom.

It was very happy condition. But it was pity that prabu and his queen hadn't got any children. It made the royal couple very very sad. Some old man who wa respected by Prabu suggested the king to adopt a child. But Prabu and the Queen didn't agree.

Old man : "Prabu, I suggest you adopt a child. Because you haven't child to change    you rule the king when you have old."

King : "I don't agree with your suggest!"

Old man : "Why you don't agree Prabu? All people in this kingdom want just your child who change when you not rule this kingdom."

King : "Because for us, our own daughter or son is better than adopted children. Do you think like that my wife?"

Queen : "Yes, I think so. Our own daughter or son is better than adopted children."

The Queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday ge begged for a child.

King : "Ohh my God. Please, give me and my wife a child. I will promise to you, if you give me a child I will love them."

His dream comes true. A few months later, the queen got fregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness.

People in the kingdom : "I bring this presents to you Your Majesty. This is the express from me. I feel happy if Queen get fregnant."

King : "Thank's a lot."

Nine months later a princess was born. People sent their presents again as a gift to a little princess. This baby grew as a beautiful teenager then.

People in the kingdom : "Ohh.. How beautiful you are."

Queen : "Thank you. She is the daughter who I wait during time."

People in the kingdom : "This is, I bring it for the beautiful baby."

King : "Thank you very much. I accept your presents."

Prabu and Queen love their daughter so much. They gave what ever she wanted. It made Princess a very spoiled girl. When her wish couldn't do that. Even though the princess behaved badly, her parents loved her, so did the people in that kingdom.

Day by day, the princess grew more beautiful. No girls couldn't compare with her. In a few days, Princess would be 17 years old. So, people of that palace. They bought many presents for her. Their presents gift were very beautiful. Prabu

collected the presents. There really many presents. Then Prabu stored them in building. Sometimes he could take themto give to his people.

People in the kingdom : "Your majesty Prabu, this is I bring a present to you beautiful daughter. I'm sorry I just can give your daughter like this. Please accept my present."

King : "I will accept your present. Thank you for this present."

Prabu only took some gold and jewels. Then he brought them to the gold smith.

King : "Please make a beautiful necklace for my daughter."

Goldsmith : "My pleasure, Your Majesty.

The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the word because he loved the princess.

Goldsmith : "This is the beautiful necklace. I make it with my heart and my ability. I hope you happy with this necklace."

King : "Ohh… how beautiful this necklace."

The birthday came. People gathered in the palace field. When Prabu and Queen appeared, people welcomed them happily. Prabu and his wife waved to their beloved people.

Cheers were louder and louder when the princess appeared with her fabulous pretty face. Everybody admired her beauty. Prabu got up from his chair. A man gave him a small and glamorous pillow. A wonder full necklace was on it. Prabu took that necklace.

King : "My beloved daughter, today I give this necklace to you. This necklace is gift from people in this country. They love you so much. They presented it for you to express their happiness, because you have growing to a women. Please wear this necklace."

Princess accepted the necklace. She loked at the necklace in a glance.

Princess : "I don't want to accept it! It's ugly!"

Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor.

Everybody couldn't say anything. They never thought that their beloved princess would did that cruel thing. Nobody spoke. In their silence people heard the queen crying. Than everybody was crying.

Then there was a miracle. Earth was crying. Suddenly, from the underground, a spring emerged. It made a pool of water. The place was getting full. Soon place became a big lake. The lake sank all of the kingdom.

Nowadays the water on that lake is not as full as before. There is only a small lake now. People called the lake "Talaga Warna". It is mean "Lake of Colour". It's located in Puncak, West Java. On a bright day, the lake is full of colour.

So beautiful and amazing. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colours are from the princess's necklace, which spreads at the bottom of the lake.

**Perform with your group in front of the class**

For the third group:

## MALIN KUNDANG

Once upon a time, there lived an old woman with her son, named Malin. They lived suffered and hanged with the forest yield.

Mom : "Malin, come here son, help me to carry this firewoods."

Malin : "Yes mom, wait a minute." (Malin helped his mother)

Malin : "Mom how long will this last? I want some change."

Mom : "I don't know malin, we must be patient and don't stop praying to God."

Malin : "Mom, I have an idea, would you let me go away to change my fortune? Who knows I will be a rich man."

Malin and his mother come back to the home, but his Mother just kept silent about his idea.

ARRIVED AT HOME

Malin : "Mom, how about my idea?"

Mom : "I think it's not good idea my son, because if you go, who will Watch me here, don't you love me, Malin."

Malin : "But mom, if I don't change my fortune when will it last? I Promise mom, if I Could be a rich man, I will come back. Just relax mom, I will talk to Dayat,Dayat will watch you until I come back to home."

Malin's mother couldn't forbid what Malin want. So, she Agreed With Malin's idea.

Mom : "Alright, it that you go away, Malin! But don't forget me. And remember your promise"

One day, the captain called malin, because he would promote Malin to become as the captain in that ship. A few years later, Malin has became a rich man

Malin : "haha, now, I am a rich man. I can buy everything with my money. Now I must marry Ningrum.

Malin's mom miss her son very much. Mom tired for waiting Malin came back. Dayat always gives support for Malin's mom that Malin will came back and was a rich man.

Dayat : "Don't sad, Mom."

Mom : "I am tired, Dayat. I am tired for waiting Malin come back. We never get a news about Malin."

Dayat : "I trust mom, Malin will come back and be a rich man.

Mom : "are you sure, Dayat?"

Dayat : "yes, mom. Don't sad again mom J"

After Malin has became a rich man, Malin married with the captain daughter, Ningrum. They are very happy. They are a romantic couple.

Malin : Hello, my honey, what are you thinking?

Ningrum : My husband,shall we go on trip to island for honeymoon?

Malin : That's good idea my wife, how about Dua Angsa Island?

Ningrum : Okay my husband, I agree with you!

Malin : Okay! if you agree, we will start tomorrow.

Tomorrow, Malin and his wife sailed to Dua Angsa Island. On their way, Malin's ship stop in an island to top up Their supplies. Fortunatelly, that Island was Malin's village. When arrived, Malin go out from his ship. Dayat saw Malin in the harbour.

Dayat  : " Malin, Is that Malin? Yeah, that's Malin. I must tell this to his mother."

Dayat went to house to tell Mom that Malin came back. Dayat is very happy that Malin came back. If the Mom knows about this news, she will be happy.

Dayat  : "Mom...Mom..."

Mom    : "I'm here Dayat."

Dayat  : "Mom, Malin come back. He has become a rich man now!"

Mom    : "Are you sure that you look is Malin?"

Dayat  : "Yes, I'm sure mom, impossible I can't forget his face. I still remember his Face."

Mom    : "If you right, please accompany me to go there."

And Dayat accompanied Malin's mother to her son. When Reached There, Malin's mother meet his son.

Mom    : "Malin... Malin my son! Malin...."

Ningrum : "Who is that old woman, my husband?"

(Malin can't answered Ningrum's question)

Ningrum : "who is she, my husband?"

Mom    : Malin, who is her? Is she your wife? She is very beautiful,come here...!

Ningrum : "argh, don't touch me!"

Malin  : "Don't touch her! You are dirty, her skin can be dirty too!"

Ningrum : "Who is that old woman? Is she your mother? She is very dirty."

Malin  : "I don't know, my wife...!"

Mom    : "Malin, my son. Do you remember about your promise? I'm your mother!"

Malin  : "Who are you poor old woman? I don't know you. My mother isn,t dirty like you...!!

Mom    : "Malin... I'm your mother. I have reveal and raise you. Malin... Malin...!"

Ningrum : "Hei you, go away now."

Mom    : "Malin... Malin...!"

Malin  : "Go away... Go away now!"

Dayat  : "MALIN! Do you forget your mother? Do you forget me, your best friend? This is your mother, malin."

Malin  : "I don't know who are you and the old woman. I don't have best friend like you."

Dayang : "you're evil. You disobedience to your mother."

Mom    : "can you remember me, son? I am your mother."

Dayat  : "remember your mother, please. She is always wait you to come back. Remember your promise, Malin."

(Malin dragged his mother be rude until his mother drop down)

Malin  : Don't call me as your son, dirty old woman...! come on, my wife. We must go from this place."

Ningrum : "yes, my husband."

(After pushing his mother away, Malin came back to his ship)

Mom : Malin... Malin... Don't leave your mother Malin...! My God, how could you say that? I can't take his any more. I curse you... Turn into a stone...!!

**Perform with your group in front of the class**

For the fourth group:

## TOBA LAKE

In a village in Sumatra, there lived a farmer with his mother named Toba and Mrs. Toba. At night, Toba had a nightmare, in his dream he was torn to pieces by a tiger, he immediately woke up, when he was thinking about what the dream meant, suddenly his mother coughed and breathless. Toba goes to her mother's room.

Toba : "Mother ... Mother ... why?"

Mother : "My Son, Mother is okay, mom is just short of breath and just a normal cough, don't worried."

But the cough and shortness of breath experienced by the mother are getting worse, the usual coughing is coughing up blood.

Toba : "No mother, mother is very sick."

Mother : "My child, please get me a drink, mother's breath is very tight."

Toba : "Yes Mother (while carrying drinking water). This is ma'am. "

Mother : "My Son. Mother can't stand it anymore, maybe the mother's death is near."

Toba : "Mother, don't leave Toba alone here."

Mother : "My child you have to be able to live without mom, are you strong? You're the most mother child brave. Live well. "(Mrs. Toba died)

Now he lives alone and diligently works even though his farm is not large. One sunny morning, Toba went fishing on the river.

Toba : "O God. Hopefully today I will get a big fish. "

Moments after the hook was thrown, the hook swayed and he immediately pulled the hook.

Toba : "Thank God, you gave me big fish, and this fish is also very beautiful.

The scales are bright red like gold. It must be delicious if I eat later. Toba is looking for firewood to burn the fish he caught today. He kept the fish in the kitchen. When he was looking for firewood, suddenly the fish caught by Toba turned into a beautiful girl, Toba came with firewood. Toba was surprised to see no fish in the bucket.

Toba : "Ouch where is this beautiful and gorgeus big fish, is it eaten by cats?"

Princess : Wait, you don't eat me. I'm willing to accompany you as long as I'm not you eat.

Toba : "Who is talking to that?"

Putri : "Don't be afraid, sir, I'm also human like you. I am very indebted to you because you saved me from the curse of the God. I do become your wife. "

Toba : "Really?"

Princess         : "Of course."

Toba            : "My name is Toba. Let's hurry home. I can't wait to tell that you will be my wife. "

Putri           : "But Toba, there is one thing you have to keep secret about me. I beg you do not tell of my origin from fish, because if the people know this will definitely have a big disaster that will hit this village.

Toba            : "Okay, trust me all this. Let us go home."

When they entered the village of Pa Toba, there were some people who did not like the presence of Princess.

Woman 1     : "Hey friend, don't you know that you brought a beautiful girl and had a nice body."

Woman 2     : "Uhh, the girl is the best she wields so that she is attracted to her. You know the one Toba is BUPUK, or Bujang Lapuk. "

Woman 1     : "Oh yeah ...You so smart."

Woman 2     : "Never mind, soon we come home disgusted I see it."

Putri heard this, but she ignored it. They went home and lived their lives like a husband and wife. Pa Toba feels happy and peaceful. A year later, the happiness of Pa Toba and Putri increased because Princess gave birth to a son and was named Samosir. Samosir grew to be a healthy and strong boy, but rather naughty. He has a strange habit, which is always feeling hungry and he also always annoys his parents because he never wants to help the work of his parents.

Toba            : "Mother, where is lunch for me?"

Princess         : "I have already prepared it on the table. Wah Samosir, where was the food? "

Samosir       : "I've already spent my mom. I am still in its infancy. Even now actually I'm still hungry, but never mind, I go play, ma'am. "

Toba            : "Samosir. Ah this mother always spoils her, I'm hungry mom.

Putri           : "Patience, sir, remember he is our only baby. Don't be trivial like this makes you emotional. "

Toba            : "Yes, ma'am. Just make me food, my stomach is already hungry. "

Princess         : "Wait, I'll make it."

Toba can still hold back his patience. But someone's patience must have a limit. Until one day Toba could not hold back his anger.

Princess         : "Samosir, Help mother son."

Samosir       : "What mom I'm playing right now. "

Putri           : "Bring this lunch for your father in the rice fields. Poor he is waiting. "

Samosir       : "Ah, my mother just left."

Putri           : "Now Mother Cooking, Samosir. Hurry up and deliver it, then your father will be angry. "

Samosir       : "Ah you just bothering me. Here!"

Samosir       : "Just walking to the rice fields has made me tired, it's better to just eat the provisions of this father."

From the beginning Samosir had no intention of delivering the food. Arriving in the middle of the road.

Unconsciously, the lunch had been eaten by Samosir. Then with a feeling of innocence, Samosir went home and continued playing. His father who was already hot and starving waited to decide to go home. Arriving at home.

Toba : "Bah,I so very hungry. It's good if I eat my wife's food. "

Toba : (opening a serving cap and wrinkling forehead) "Samosir! You're all ***Your mother's food? "

Samosir : "Samosir already spent it, father. When delivering my father's food eat it, because the trip to the fields is very tiring "

Toba : "You little fish! Greedy for you! "(Growled)

Samosir cried, then ran away to meet his mother in the field.

Princess : "Why are you crying my child?" (Confused to see her child crying)

Samosir : "Mother, am I really a fish child?"

Princess : "Who told you, son?" (Surprised)

Samosir : (silent while sobbing)

Princess : "Answer mother, son!"

Samosir : "The father who said that to me, Mother. The Father said I was a fish child,so I'm greedy. Is that really Mother? Father lie, Mother? "

Putri : (shut up and start shedding tears) "Iii ... yes Samosir, your father is absolutely right. You is a fish child. Your mother is a fish before Mother marries the Father. "

Putr : "Now, Mother, ask you not to care about your Father's words. Immediately go up the hill that is not so far from our home and you have to climb the tallest tree on the hilltop that."

Samosir : "Fine, ma'am!"

Suddenly a voice appeared from the sky.

Magical Voice : "Huahahaha ... Your husband has broken his promise. Now you can't live on this earth. You must leave this earth. You have to go back to your place of origin is to go back to the river to become fish. You have no right to stay here. Hurry up, you go to the river! "

After hearing the magical voice, Samosir and Putri immediately disappeared without a trace and traces. Suddenly the sky darkened and heavy rain fell with lightning.

Community 1: "What is this?"

Society 2: "I don't know!"

Society 1: "It's not usually heavy rain like this."

community 2: "I think there will be a catastrophe that is very terrible to befall our village"

Society 1: "Yes, right, over time our village will sink. Let's go to the place higher."

Society 2: "Come on."

Society 1: "But everything is in vain, we are too late in the river in our village overflowing due to this heavy rain. soon, river water in our village will inundate this village. "

The end of the story, upon the arrival of the Princess on the river bank, suddenly the sky darkened, lightning flashed accompanied by thunderous thunderous

sounds. Princess then jumps into the river. He turned into a big fish again. Toba could not save himself, he died drowned by a puddle of water. Over time, the puddle grew wider and turned into a very large lake. Later, people call it Lake Toba and the small island in the middle is called Samosir Island.

**The followings are the picture of class activities:**



Figure 3 : The researcher giving explanation about asking and giving opinion



Figure 4 : The researcher giving a guidance to mini drama player

Figure 5 : The researcher is giving the direction to play mini drama



Figure 6 : The researcher is scoring the students' speaking performance

Figure 7 : The researcher is scoring the students' speaking performance



Figure 8 : The researcher is scoring the students' speaking performance

(PRE TEST)

Speaking Skill Score

8 - juni - 2021

| No | Name | Indicators | | | | | Total |
|----|------|---|---|---|---|---|-------|
| | | P | G | V | F | C | |
| 1. | ARR | 4 | 7 | 4 | 4 | 4 | 76 |
| 2. | AF | 3 | 2 | 2 | 2 | 3 | 48 |
| 3. | ARAF | 3 | 2 | 2 | 3 | 3 | 52 |
| 4. | AF | 3 | 2 | 2 | 2 | 2 | 40 |
| 5. | ADN | 3 | 3 | 4 | 3 | 4 | 68 |
| 6. | AZ | 2 | 1 | 2 | 2 | 2 | 36 |
| 7. | AFH | 3 | 3 | 2 | 2 | 2 | 48 |
| 8. | AMAA | 4 | 3 | 4 | 4 | 3 | 72 |
| 9. | EF | 2 | 1 | 2 | 2 | 2 | 36 |
| 10. | FP | 4 | 4 | 4 | 4 | 4 | 80 |
| 11. | GAP | 3 | 2 | 2 | 2 | 2 | 44 |
| 12. | H | 2 | 1 | 2 | 2 | 2 | 36 |
| 13. | HPAF | 4 | 3 | 4 | 4 | 3 | 72 |
| 14. | JMY | 2 | 1 | 2 | 2 | 2 | 36 |
| 15. | JWA | 2 | 2 | 2 | 2 | 2 | 40 |
| 16. | MIA | 4 | 4 | 4 | 4 | 4 | 80 |
| 17. | MAM | 2 | 2 | 2 | 2 | 1 | 36 |
| 18. | MARAF | 4 | 3 | 4 | 4 | 4 | 76 |
| 19. | MRN | 2 | 2 | 2 | 1 | 2 | 36 |
| 20. | RAD | 2 | 2 | 1 | 2 | 2 | 36 |
| 21. | RA | 3 | 2 | 3 | 2 | 2 | 48 |
| 22. | RAS | 4 | 3 | 4 | 4 | 4 | 76 |
| 23. | S | 3 | 3 | 4 | 4 | 3 | 68 |
| | Total | | | | | | |

1. Pronunciation (1-5)
2. Grammar (1-5)
3. Vocabulary (1-5)
4. Fluency (1-5)
5. Comprehension (1-5)

ABSENSI KEHADIRAN MEETING 1 CYCLE 1

DATE : 15 Juni 2001

| NO | NAMA | TTD |
|----|------|-----|
| 1 | Abror Rijal Robbani | 1 |
| 2 | Achmad Faizal | 2 |
| 3 | Ahlong Rahadian Al fadiphasa | 3 |
| 4 | Akbar Fachrurrozy | 4 |
| 5 | Andika Danendra Nafis | 5 |
| 6 | Aqmal Zakariya | 6 |
| 7 | Arif Fajar Hanafi | 7 |
| 8 | Azam Mansyur Ali Assulthon | 8 |
| 9 | Ery Fernando | 9 |
| 10 | Fadly Prayoga | 10 |
| 11 | Ganes Arya Putra | 11 |
| 12 | Handzhollah | 12 |
| 13 | Hanif Pramusda Al Falah | 13 |
| 14 | Ja'far Muhammad Yahya | 14 |
| 15 | Josa Wildan Adzani | 15 |
| 16 | Mohammad Ikhlashul 'Amal | 16 |
| 17 | Muadz Al Muwaffaq | 17 |
| 18 | Muhammad Ainur Rofiq Al Farizi | 18 |
| 19 | Muhammad Raihan Nafis | 19 |
| 20 | Rafi Abyan Dafa | 20 |
| 21 | Rama Abimasandy | 21 |
| 22 | Rizqy Agus Salim | 22 |
| 23 | Saifuddin | 23 |

Teacher

M. Asad Abdullah, S.Pd
NIP :

Researcher

Ahmad Qona'ah
NPM 1601070137

1ˢᵗ Meeting.
15 Juni 2021

**Observation Sheet of Students' Activities in Cycle I**

| NO | Students' Name | The Aspect that observed | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | ARR | ✓ | ✓ | ✓ | ✓ |
| 2. | AF | | ✓ | | ✓ |
| 3. | ARAF | ✓ | | ✓ | |
| 4. | AF | ✓ | | | ✓ |
| 5. | ADN | | ✓ | | |
| 6. | AZ | | ✓ | | ✓ |
| 7. | AFH | | ✓ | | ✓ |
| 8. | AMAA | ✓ | | | ✓ |
| 9. | EF | | ✓ | | |
| 10. | FP | ✓ | | ✓ | |
| 11. | GAP | | ✓ | | ✓ |
| 12. | H | | ✓ | | ✓ |
| 13. | HPAF | ✓ | | ✓ | |
| 14. | JMY | ✓ | | | ✓ |
| 15. | JWA | | ✓ | | |
| 16. | MIA | ✓ | ✓ | ✓ | ✓ |
| 17. | MAM | | | | ✓ |
| 18. | MARAF | ✓ | ✓ | ✓ | ✓ |
| 19. | MRN | | | ✓ | |
| 20. | RAD | | ✓ | | ✓ |
| 21. | RA | | | ✓ | |
| 22. | RAS | ✓ | | ✓ | ✓ |
| 23. | S | | | ✓ | |
| | **Total** | | | | |

Note   :

Percentage of students' activities :

1. The students participate actively in learning language while dramatizing

2. The students are confident to speak up in front of the class

3. The students are able to use the language for original purpose of communication

4. The students improve their creativity while dramatizing

ABSENSI KEHADIRAN MEETING 2 CYCLE 1

DATE : 22 Juni 2021

| NO | NAMA | TTD |
|---|---|---|
| 1 | Abror Rijal Robbani | 1 |
| 2 | Achmad Faizal | |
| 3 | Ahlong Rahadian Al fadiphasa | 3 |
| 4 | Akbar Fachrurrozy | 4 |
| 5 | Andika Danendra Nafis | 5 |
| 6 | Aqmal Zakariya | 6 |
| 7 | Arif Fajar Hanafi | 7 |
| 8 | Azam Mansyur Ali Assulthon | 8 |
| 9 | Ery Fernando | 9 |
| 10 | Fadly Prayoga | 10 |
| 11 | Ganes Arya Putra | 11 |
| 12 | Handzhollah | 12 |
| 13 | Hanif Pramusda Al Falah | 13 |
| 14 | Ja'far Muhammad Yahya | 14 |
| 15 | Josa Wildan Adzani | 15 |
| 16 | Mohammad Ikhlashul 'Amal | 16 |
| 17 | Muadz Al Muwaffaq | 17 |
| 18 | Muhammad Ainur Rofiq Al Farizi | 18 |
| 19 | Muhammad Raihan Nafis | 19 |
| 20 | Rafi Abyan Dafa | 20 |
| 21 | Rama Abimasandy | 21 |
| 22 | Rizqy Agus Salim | 22 |
| 23 | Saifuddin | 23 |

Teacher

M. Asad Abdullah, S.Pd
NIP :

Researcher

Ahmad Qona'ah
NPM 1601070137

2nd Meeting
22 Juni 2021

**Observation Sheet of Students' Activities in Cycle I**

| NO | Students' Name | The Aspect that observed | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | ARR | ✓ | ✓ | ✓ | ✓ |
| 2. | AF | ✓ | ✓ | | ✓ |
| 3. | ARAF | ✓ | | ✓ | |
| 4. | AF | ✓ | | ✓ | ✓ |
| 5. | ADN | | ✓ | | |
| 6. | AZ | ✓ | ✓ | ✓ | ✓ |
| 7. | AFH | | ✓ | ✓ | ✓ |
| 8. | AMAA | ✓ | | ✓ | ✓ |
| 9. | EF | | ✓ | | |
| 10. | FP | ✓ | | ✓ | ✓ |
| 11. | GAP | ✓ | ✓ | | ✓ |
| 12. | H | | ✓ | | ✓ |
| 13. | HPAF | ✓ | | ✓ | |
| 14. | JMY | ✓ | | ✓ | ✓ |
| 15. | JWA | | ✓ | | ✓ |
| 16. | MIA | ✓ | ✓ | ✓ | ✓ |
| 17. | MAM | ✓ | | | ✓ |
| 18. | MARAF | ✓ | ✓ | ✓ | ✓ |
| 19. | MRN | | ✓ | ✓ | |
| 20. | RAD | ✓ | ✓ | | ✓ |
| 21. | RA | ✓ | | ✓ | |
| 22. | RAS | ✓ | | ✓ | ✓ |
| 23. | S | | | ✓ | |
| | **Total** | | | | |

Note    :

Percentage of students' activities :

1.  The students participate actively in learning language while dramatizing

2.  The students are confident to speak up in front of the class

3.  The students are able to use the language for original purpose of communication

4.  The students improve their creativity while dramatizing

(POST TEST I)

Speaking Skill Score

29 - juni - 2021

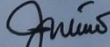| No | Name | Indicators | | | | | Total |
|----|------|---|---|---|---|---|-------|
| | | P | G | V | F | C | |
| 1. | ARR | 4 | 4 | 5 | 4 | 4 | 84 |
| 2. | AF | 4 | 3 | 4 | 4 | 3 | 72 |
| 3. | ARAF | 4 | 3 | 4 | 4 | 4 | 76 |
| 4. | AF | 3 | 2 | 2 | 3 | 2 | 48 |
| 5. | ADN | 4 | 3 | 4 | 4 | 4 | 76 |
| 6. | AZ | 3 | 2 | 2 | 2 | 3 | 48 |
| 7. | AFH | 4 | 3 | 5 | 4 | 3 | 76 |
| 8. | AMAA | 4 | 3 | 4 | 4 | 3 | 72 |
| 9. | EF | 2 | 2 | 3 | 2 | 3 | 48 |
| 10. | FP | 4 | 4 | 4 | 4 | 4 | 80 |
| 11. | GAP | 4 | 4 | 4 | 3 | 5 | 80 |
| 12. | H | 3 | 2 | 2 | 3 | 3 | 52 |
| 13. | HPAF | 4 | 3 | 4 | 4 | 3 | 72 |
| 14. | JMY | 3 | 2 | 2 | 3 | 3 | 52 |
| 15. | JWA | 2 | 2 | 2 | 3 | 3 | 48 |
| 16. | MIA | 5 | 4 | 4 | 4 | 5 | 88 |
| 17. | MAM | 2 | 2 | 2 | 2 | 1 | 36 |
| 18. | MARAF | 4 | 4 | 4 | 4 | 5 | 84 |
| 19. | MRN | 2 | 2 | 2 | 1 | 2 | 36 |
| 20. | RAD | 2 | 2 | 1 | 2 | 2 | 36 |
| 21. | RA | 4 | 3 | 4 | 4 | 4 | 76 |
| 22. | RAS | 4 | 3 | 3 | 4 | 4 | 72 |
| 23. | S | 4 | 3 | 4 | 4 | 4 | 76 |
| | Total | | | | | | |

1. Pronunciation (1-5)
2. Grammar (1-5)
3. Vocabulary (1-5)
4. Fluency (1-5)
5. Comprehension (1-5)

ABSENSI KEHADIRAN MEETING 1 CYCLE 2

DATE :. .6. Juli. 2021.

| NO | NAMA | TTD | |
|----|------|-----|---|
| 1 | Abror Rijal Robbani | 1 | |
| 2 | Achmad Faizal | | 2 |
| 3 | Ahlong Rahadian Al fadiphasa | 3 | |
| 4 | Akbar Fachrurrozy | | 4 |
| 5 | Andika Danendra Nafis | 5 | |
| 6 | Aqmal Zakariya | | 6 |
| 7 | Arif Fajar Hanafi | 7 | |
| 8 | Azam Mansyur Ali Assulthon | | 8 |
| 9 | Ery Fernando | 9 | |
| 10 | Fadly Prayoga | | 10 |
| 11 | Ganes Arya Putra | 11 | |
| 12 | Handzhollah | | 12 |
| 13 | Hanif Pramusda Al Falah | 13 | |
| 14 | Ja'far Muhammad Yahya | | 14 |
| 15 | Josa Wildan Adzani | 15 | |
| 16 | Mohammad Ikhlashul 'Amal | | 16 |
| 17 | Muadz Al Muwaffaq | 17 | |
| 18 | Muhammad Ainur Rofiq Al Farizi | | 18 |
| 19 | Muhammad Raihan Nafis | 19 | |
| 20 | Rafi Abyan Dafa | | 20 |
| 21 | Rama Abimasandy | 21 | |
| 22 | Rizqy Agus Salim | | 22 |
| 23 | Saifuddin | 23 | |

Teacher

M. Asad Abdullah, S.Pd
NIP :

Researcher

Ahmad Qona'ah
NPM 1601070137

1st Meeting.
6 juli 2021

**Observation Sheet of Students' Activities in Cycle II**

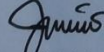| NO | Students' Name | The Aspect that observed | | | |
|----|----------------|:---:|:---:|:---:|:---:|
| | | 1 | 2 | 3 | 4 |
| 1. | ARR | ✓ | ✓ | ✓ | ✓ |
| 2. | AF | ✓ | ✓ | | ✓ |
| 3. | ARAF | ✓ | | ✓ | |
| 4. | AF | ✓ | | ✓ | ✓ |
| 5. | ADN | | ✓ | | |
| 6. | AZ | ✓ | ✓ | ✓ | ✓ |
| 7. | AFH | ✓ | ✓ | ✓ | ✓ |
| 8. | AMAA | ✓ | | ✓ | ✓ |
| 9. | EF | | ✓ | | |
| 10. | FP | ✓ | | ✓ | ✓ |
| 11. | GAP | ✓ | ✓ | ✓ | ✓ |
| 12. | H | | ✓ | ✓ | ✓ |
| 13. | HPAF | ✓ | ✓ | ✓ | ✓ |
| 14. | JMY | ✓ | | ✓ | ✓ |
| 15. | JWA | ✓ | ✓ | | ✓ |
| 16. | MIA | ✓ | ✓ | ✓ | ✓ |
| 17. | MAM | ✓ | | | ✓ |
| 18. | MARAF | ✓ | ✓ | ✓ | ✓ |
| 19. | MRN | | ✓ | ✓ | |
| 20. | RAD | ✓ | ✓ | | ✓ |
| 21. | RA | ✓ | | ✓ | |
| 22. | RAS | ✓ | ✓ | ✓ | ✓ |
| 23. | S | | ✓ | ✓ | ✓ |
| | **Total** | | | | |

Note :

Percentage of students' activities :

1. The students participate actively in learning language while dramatizing

2. The students are confident to speak up in front of the class

3. The students are able to use the language for original purpose of communication

4. The students improve their creativity while dramatizing

ABSENSI KEHADIRAN MEETING 2 CYCLE 2

DATE : 13 Juli 2021

| NO | NAMA | TTD |
|----|------|-----|
| 1 | Abror Rijal Robbani | 1 |
| 2 | Achmad Faizal | 2 |
| 3 | Ahlong Rahadian Al fadiphasa | 3 |
| 4 | Akbar Fachrurrozy | 4 |
| 5 | Andika Danendra Nafis | 5 |
| 6 | Aqmal Zakariya | 6 |
| 7 | Arif Fajar Hanafi | 7 |
| 8 | Azam Mansyur Ali Assulthon | 8 |
| 9 | Ery Fernando | 9 |
| 10 | Fadly Prayoga | 10 |
| 11 | Ganes Arya Putra | 11 |
| 12 | Handzhollah | 12 |
| 13 | Hanif Pramusda Al Falah | 13 |
| 14 | Ja'far Muhammad Yahya | 14 |
| 15 | Josa Wildan Adzani | 15 |
| 16 | Mohammad Ikhlashul 'Amal | 16 |
| 17 | Muadz Al Muwaffaq | 17 |
| 18 | Muhammad Ainur Rofiq Al Farizi | 18 |
| 19 | Muhammad Raihan Nafis | 19 |
| 20 | Rafi Abyan Dafa | 20 |
| 21 | Rama Abimasandy | 21 |
| 22 | Rizqy Agus Salim | 22 |
| 23 | Saifuddin | 23 |

Teacher

M. Asad Abdullah, S.Pd
NIP :

Researcher

Ahmad Qona'ah
NPM : 1601070137

(POST TEST II)

Speaking Skill Score

13 - Juli - 2021

| No | Name | Indicators | | | | | Total |
|----|------|---|---|---|---|---|-------|
| | | P | G | V | F | C | |
| 1. | ARR | 4 | 4 | 5 | 4 | 5 | 88 |
| 2. | AF | 4 | 4 | 4 | 4 | 5 | 84 |
| 3. | ARAF | 4 | 3 | 4 | 4 | 5 | 80 |
| 4. | AF | 4 | 3 | 3 | 4 | 5 | 76 |
| 5. | ADN | 4 | 3 | 4 | 4 | 5 | 80 |
| 6. | AZ | 4 | 3 | 4 | 4 | 4 | 76 |
| 7. | AFH | 4 | 3 | 5 | 4 | 3 | 76 |
| 8. | AMAA | 4 | 4 | 4 | 4 | 5 | 84 |
| 9. | EF | 4 | 3 | 4 | 4 | 4 | 76 |
| 10. | FP | 4 | 4 | 4 | 4 | 5 | 84 |
| 11. | GAP | 4 | 4 | 4 | 3 | 5 | 80 |
| 12. | H | 3 | 3 | 4 | 4 | 5 | 76 |
| 13. | HPAF | 4 | 4 | 4 | 4 | 5 | 84 |
| 14. | JMY | 4 | 3 | 3 | 4 | 5 | 76 |
| 15. | JWA | 4 | 3 | 3 | 3 | 4 | 68 |
| 16. | MIA | 5 | 4 | 4 | 5 | 5 | 92 |
| 17. | MAM | 4 | 3 | 3 | 3 | 4 | 68 |
| 18. | MARAF | 4 | 4 | 4 | 5 | 5 | 88 |
| 19. | MRN | 3 | 3 | 3 | 3 | 4 | 64 |
| 20. | RAD | 3 | 3 | 2 | 3 | 3 | 56 |
| 21. | RA | 4 | 3 | 4 | 4 | 5 | 80 |
| 22. | RAS | 4 | 3 | 4 | 4 | 5 | 80 |
| 23. | S | 4 | 3 | 4 | 4 | 5 | 80 |
| | Total | | | | | | |

1. Pronunciation (1-5)
2. Grammar (1-5)
3. Vocabulary (1-5)
4. Fluency (1-5)
5. Comprehension (1-5)

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number       :
Appendix     : -
Matter       : **In order to hold the munaqosyah**
                 **of Ahmad Qona'ah**

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

*Assalamu'alaikum, Wr. Wb*
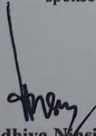
We have given guidance and enough improvement to research thesis script which is written

by:

Name              : Ahmad Qona'ah

Students Number   : 1601070137

Faculty           : Tarbiyah and Teacher Training Faculty

Department        : English Education

Title             : USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE
                    AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO

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

*Wassalamu'alaikum Wr.Wb.*

                                    Metro,  10 September  2021
             sponsor                Co-sponsor

     **Dr. Widhiya Ninsiana, M.Hum**        **Andianto, M.Pd.**
     NIP. 19720923 200003 2 002       NIP. 19871102 201503 1 004

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Number      :

Appendix    : -

Matter      : Pengajuan Munaqosyah

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

*Assalamualaikum Wr.Wb.*

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

Nama          : Ahmad Qona'ah

NPM           : 1601070137

Fakultas      : Tarbiyah dan Ilmu Keguruan

Jurusan       : Tadris Bahasa Inggris (TBI)

Judul Skripsi : USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO

Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb.*

Pembimbing I

Metro, 10 September 2021
Pembimbing II

**Dr. Widhiya Ninsiana, M.Hum**
NIP. 19720923 200003 2 002

**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O  Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

## APPROVAL PAGE

Title      : USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO

Name      : Ahmad Qona'ah

Students Number      : 1601070137

Department      : English Education

Faculty      : Tarbiyah and Teacher Training

## APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute for Islamic Studies of Metro

Metro, 10 September 2021

Sponsor             Co-Sponsor

**Dr. Widhiya Ninsiana, M.Hum**        **Andianto, M.Pd.**
NIP. 19720923 200003 2 002        NIP. 19871102 201503 1 004

Head of English Education Department

**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**
**Nomor : P-901/In.28/S/U.1/OT.01/09/2021**

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

| | |
|---|---|
| Nama | : AHMAD QONA'AH |
| NPM | : 1601070137 |
| Fakultas / Jurusan | : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris |

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070137

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 September 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

### SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN)
Metro menerangkan bahwa:

Nama          : Ahmad Qona'ah

NPM           : 1601070137

Jurusan       :TBI (Tadris Bahasa Inggris)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris
Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 10 September 2021
Ketua Jurusan TBI

**Andianto, M.Pd**
NIP: 198711022015031004

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ahmad Qona`ah          Jurusan : TBI
NPM : 1601070137               Semester : IX

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|---|
| 1. | Rabu / 2/20/12 | ✓ | | Checking Chapter, 1, 2 & 3 Revise! | |
| 2. | Jum'at. 4/20/12 | ✓ | | Re-Checking Chapter. 1. 2 & 3. Revise! | |
| 3. | 10/12/20 | ✓ | | Acc untuk ujian munaqosah dan seminar proposal. | |

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**
NIP. 19720923 200003 2 002

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Ahmad Qonaah  Jurusan : TBI
NPM : 1601070137  Semester : IX

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|-----|-----|------------------------------|------------------------|
| | Kamis,/ 12 Nov. 2020 | | ✓ | Revise Chapter I prepare Chapter II | |
| | 25/11 20 | | ✓ | Acc Seminar ask for advise to get suggestion | |

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Andianto, M.Pd**
NIP. 19871102 201503 1 004

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ahmad Qona'ah          Jurusan : TBI
NPM : 1601070137              Semester : X

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
| | | I | II | | |
|---|---|---|---|---|---|
| | 11/6 2021 | ✓ | | Bimbingan APD Revisi Instrument - PRE TEST - POST TEST 1, 2 - Observation sheet. | |
| | 16/6 2021 | ✓ | | Acc APD | |

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama    : Ahmad Qona'ah
NPM     : 1601070137

Jurusan    : TBI
Semester   : X

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----|----|----|----|----|
| | 26/3 2021 | | ✓ | Prepare your schedule Pre - Treat - Post Prepare your Instrument | |
| | 10/6 2021 | | ✓ | Ace Research. | |

Mengetahui,
Ketua Jurusan TBI

**Andianto, M.Pd.**
NIP. 198711022015031004

Dosen Pembimbing II

**Andianto, M.Pd.**
NIP. 198711022015031004

135

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Ahmad Qona'ah     Jurusan : TBI
NPM : 1601070137     Semester : XI

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|------|------|------|------|
| 1. | 03/9 2021 | ✓ | | Bimbingan Bab 4 & 5 Revisi yang salah dan lengkapi yang kurang lengkap. | |
| 2. | 8/9 2021 | | ✓ | Revisi Acknowledg... Benahi beberapa yang masih salah. | |
| 3 | 10/9/2021 | ✓ | | Acc To munaqasah | |

Mengetahui,
Ketua Jurusan TBI

**Andianto, M.Pd.**
NIP. 19871022015031004

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**
NIP. 19720923 200003 2 002

**KEMENTERIAN AGAMA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Ahmad Qona'ah      Jurusan : TBI
NPM : 1601070137      Semester : XI

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|---|
| | 25/08 21 | | ✓ | Revise Chapter IV all Mistake | |
| | /21 | | ✓ | problem for Repair Syah Read 2X | |
| | 3/6 | | ✓ | Acc Exam | |

Mengetahui,
Ketua Jurusan TBI

**Andianto, M.Pd.**
NIP. 198711022015031004

Dosen Pembimbing II

**Andianto, M.Pd.**
NIP. 198711022015031004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor       : B-2751/In.28.1/J/TL.00/10/2020
Lampiran : -
Perihal      : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MA ALMUHSIN
di-
    Tempat

*Assalamu'alaikum Wr. Wb.*

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

| | | |
|---|---|---|
| Nama | : | **AHMAD QONA`AH** |
| NPM | : | 1601070137 |
| Semester | : | 9 (Sembilan) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Pendidikan Bahasa Inggris |
| Judul | : | USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA ALMUHSIN METRO |

untuk melakukan *pra-survey* di MA ALMUHSIN.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Oktober 2020
Ketua Jurusan
Tadris Bahasa Inggris

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

**PONDOK PESANTREN ISLAM AL MUHSIN**
**MADRASAH ALIYAH AL MUHSIN**
**TERAKREDITASI B**
NSM: 313126102004    NPSN: 10648376
Jl. Dr. Sutomo 28 B Purwosari Kecamatan Metro Utara Kota Metro, Telp. (0725) 7850267 Kode Pos: 34118
Email: maalmuhsin@almuhsin.or.id. Website: www.almuhsin.or.id.

Nomor : 028/REK/IV.D/2020
Lamp : -
Hal    : **Surat Balasan Izin Pra-Survey**

Kepada Yth.
**Ketua Jurusan Tadris Bahasa Inggris  IAIN Metro**
Di-
     tempat

*Assalamu'alaikum Warohmattullahi Wabarokatuh*

Berdasarkan surat dari Ketua Jurusan Tadris Bahasa Inggris (.No.B-2751/In.28.1/J/TL/00/10/2020. perihal Izin Riset/Penelitian dari  Institut Agama Islam Negri Metro, tanggal 21 Oktober 2020 maka dengan ini kami beritahukan bahwa:

| | | |
|---|---|---|
| Nama | : | AHMAD QONA'AH |
| NPM | : | 1601070137 |
| Semester | : | 9 (Sembilan) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Pendidikan Bahasa Inggris |
| Judul | : | *USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO.* |

Mahasiswa tersebut Kami berikan izin untuk melakukan Penelitian/Pra-Survey di Madrasah Aliyah Al Muhsin Metro dalam rangka penyelesaian tugas akhir/Skripsi.

Demikian surat ini kami buat, agar dapat dipergunakan sebagaimana mestinya. Atas segala perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum Warohmatullahi Wabarokatuh*

Metro,  28 Oktober 2020
Kepala Madrasah

**NUR ROHMAN, S.E.I**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id;  *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor       : B-2396/In.28.1/J/TL.00/06/2021
Lampiran  : -
Perihal      : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
Andianto (Pembimbing 2)
di-
    Tempat
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing
mahasiswa :

| | | |
|---|---|---|
| Nama | : | **AHMAD QONA`AH** |
| NPM | : | 1601070137 |
| Semester | : | 10 (Sepuluh) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO |

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan
   skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data
      (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data
      (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak
   ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi
   yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

**Andianto, M.Pd**
NIP 19871102 201503 1 004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor     : B-2492/In.28/D.1/TL.00/06/2021
Lampiran : -
Perihal    : IZIN RESEARCH

Kepada Yth.,
KEPALA MA AL MUHSIN METRO
di-
        Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-2493/In.28/D.1/TL.01/06/2021, tanggal 28 Juni 2021 atas nama saudara:

Nama        : **AHMAD QONA`AH**
NPM         : 1601070137
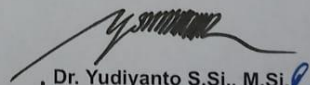Semester    : 10 (Sepuluh)
Jurusan     : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL MUHSIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Juni 2021
Wakil Dekan I,

**Dr. Yudiyanto S.Si., M.Si.**
NIP 19760222 200003 1 003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

## S U R A T   T U G A S
Nomor: B-2493/In.28/D.1/TL.01/06/2021

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

| | | |
|---|---|---|
| Nama | : | **AHMAD QONA`AH** |
| NPM | : | 1601070137 |
| Semester | : | 10 (Sepuluh) |
| Jurusan | : | Tadris Bahasa Inggris |

Untuk :
1. Melaksanakan observasi/survey di MA AL MUHSIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MINI DRAMA TO IMPROVE SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADER OF MA AL MUHSIN METRO".

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 tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 28 Juni 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

**Dr. Yudiyanto S.Si., M.Si.**
NIP 19760222 200003 1 003