

AN UNDERGRADUATE THESIS
**THE USE OF DRAMA TECHNIQUE TO IMPROVE SPEAKING
ABILITY OF THE FIRST GRADE STUDENTS OF MAN 2 OKI**

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

AN UNDERGRADUATE THESIS
**THE USE OF DRAMA TECHNIQUE TO IMPROVE SPEAKING
ABILITY OF THE FIRST GRADE STUDENTS OF MAN 2 OKI**

Presented as a partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

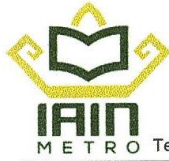
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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb


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APPROVED BY:


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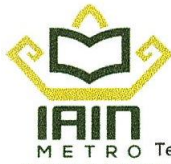
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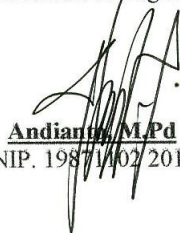
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

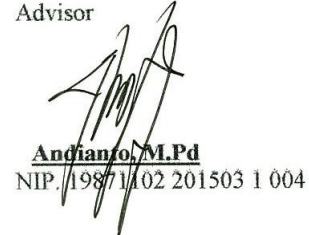
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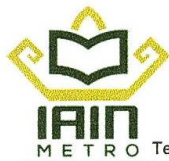


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NOTA DINAS

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Hayyu Latifah Nurhidayah**

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Assalamualaikum Wr. Wb.


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

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Judul Skripsi : THE USE OF DRAMA TECHNIQUE TO IMPROVE SPEAKING
ABILITY OF THE FIRST GRADE STUDENTS OF MAN 2 OKI

Telah kami setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris


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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF DRAMA TECHNIQUE TO IMPROVE SPEAKING ABILITY OF THE FIRST GRADE STUDENTS OF MAN 2 OKI, written by: Hayyu Latifah Nuhidayah, Student Number 1801072016 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27th, 2023, at 16.00-18.00 a.m.

BOARD OF EXAMINERS

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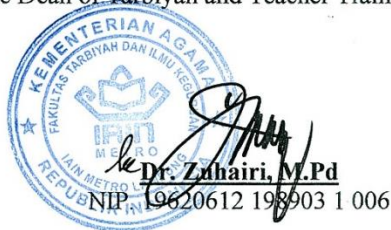
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THE USE OF DRAMA TECHNIQUE TO IMPROVE SPEAKING ABILITY OF THE FIRST GRADE STUDENTS OF MAN 2 OKI

ABSTRACT

By:

HAYYU LATIFAH NUHIDAYAH

The Purpose of this study was to see Drama Technique in learning media to talk to students and to see the development and speaking skills of students using Drama Technique.

The kind of this research was Classroom Action Research which was conducted in three cycles. Each cycles consists of planning, Acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The subject of this research was 30 students in class X of MAN 2 OKI. In collecting data the research used test, observation, and documentation.

The result of this research showsthat there is progress of students grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 6.7% or 2students, post-test I 36.7% or 11students and post-test II become 70% or 21students. In addition, the result of students learning activity in cycle I is 53 % and cycle II is 74 %. It means that there is improvement in students learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of English Drama technique could improve the students in speaking skill and their learning activity.

Keyword : Drama Technique, Speaking, Classroom Action Research

PENGUNAAN TEKNIK DRAMA UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS I MAN 2 OKI

Oleh:

HAYYU LATIFAH NUHIDAYAH

ABSTRAK

Tujuan penelitian ini adalah untuk melihat Teknik Drama dalam media pembelajaran berbicara kepada siswa dan untuk melihat perkembangan dan keterampilan berbicara siswa dengan menggunakan Teknik Drama.

Jenis penelitian ini adalah Penelitian Tindakan Kelas yang dilaksanakan dalam tiga siklus. Setiap siklus terdiri dari perencanaan, Bertindak, mengamati dan merefeksi. Dalam penelitian ini siswa diberikan pre-test sebelum treatment dan post-test setelah treatment. Subyek penelitian ini adalah 30 siswa kelas X MAN 2 OKI. Dalam pengumpulan data penelitian ini menggunakan tes, observasi, dan dokumentasi.

Hasil penelitian menunjukkan bahwa ada peningkatan nilai siswa yang mencapai Kriteria Ketuntasan Minimal (MMC) dari pretes 6.7% atau 2 siswa, postes I 36.7% atau 11 siswa dan postes II menjadi 70% atau 21 siswa. . Selain itu, hasil aktivitas belajar siswa pada siklus I sebesar 53% dan siklus II sebesar 74%. Artinya terjadi peningkatan aktivitas belajar siswa karena hasil penelitian telah mencapai indikator keberhasilan. Oleh karena itu, disimpulkan bahwa penggunaan teknik Drama Bahasa Inggris dapat meningkatkan keterampilan berbicara dan aktivitas belajar siswa.

Kata Kunci : Teknik Drama, Berbicara, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts of which are accepted from the bibliograppies mentioned.

Metro, 20 June 2023



Hayyu Latifah Nurhidayah
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PERNYATAAN ASLI PENELITIAN

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Menyatakan bahwa skripsi ini pada mulanya merupakan hasil penelitian peneliti,
kecuali pada bagian-bagian tertentu yang diterima dari daftar pustaka tersebut.

Metro, 20 Juni 2023



Hayyu Latifah Nurhidayah
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MOTTO

... وَقُولُوا لِلنَّاسِ حُسْنًا ...

And Speak of You to People with Good Words (QS. Al-Baqarah 83)

Dan berkatalah kalian semua kepada manusia dengan perkataan yang baik

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Mashudi and Mrs. Suprihatin)

My Beloved Brother and Sister

(Abdurrahman Sahan Rozzak, Dian Fatimatussalwa)

*My Beloved Lectures Of English Education Study Program Of Institute Islamic
Collage Of Metro*

*Absolute (A) of english Education Department and my Beloved Campus IAIN
Metro*

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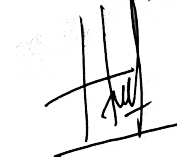
I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled “The Use of Drama Technique to Improve Speaking Ability of The First Grade Students of MAN 2 OKI.” Shalawat and salam to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided us from the darkness to the brightness

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Prof Dr.Hj. Siti Nurjanah, M.Ag., PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Leader of institution of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief and as the guide, of English Education Department of IAIN Metro Lampung

The researcher apologizes for all the mistakes that she has made in writing and finishing this research proposal. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research proposal can be useful for researcher especially, for our college and every reader.

Metro, 20 June 2023
Researcher,



Hayyu Latifah Nurhidayah
NPM. 1801072016

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CHAPTER I

INTRODUCTION

A. Background of The Study

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

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

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

culture and other culture. On the other hands. learning language is hoped to help the students to express their ability in learning English language.

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

Based on the pre-survey, the reseacher found that many student's at 1th graders of MAN 2 OKI have difficulties in speaking and their score is still low. They have difficulties to do exercise from their teacher.

Table 1
Student's Pra Survey Score

No	Students Name	Grade	Category
1.	ASM	70	Failed
2.	AHB	70	Failed
3.	ATS	60	Failed
4.	AP	70	Failed
5.	DO	60	Failed
6.	EWN	75	Passed
7.	FDA	70	Failed
8.	HI	80	Passed
9.	IDJ	70	Failed
10.	LA	70	Failed
11.	LN	80	Passed
12.	LP	70	Failed

13.	LAR	60	Failed
14.	MBP	60	Failed
15.	MS	65	Failed
16.	MRA	70	Failed
17.	NSR	70	Failed
18.	NAR	65	Failed
19.	NA	70	Failed
20.	ONR	60	Failed
21.	P	60	Failed
22.	PMS	70	Failed
23.	RRP	70	Failed
24.	SPR	75	Passed
25.	SM	65	Failed
26.	SDA	70	Failed
27.	TAH	70	Failed
28.	UNA	60	Failed
29.	W	65	Failed
30.	ZA	70	Failed
Total		2040	
Average		68	

A teacher makes an instructional goal successful if he or she can choose the right teaching method. A teacher should be able to encourage students to learn more by deterng a good way for students, especially in teaching speaking. So that students can achieve teaching and learning objectives that have been set in the curriculum.

Many problems arise in the teaching and learning process, as found by researchers during observations at MAN 2 OKI. First, students are shy and not confident in speaking English especially in front of the class. Second, students become bored and not interested in learning because there are limited opportunities to express their ideas. Third, they practice using English more often to communicate. And lastly, students are not interested in the process of

learning English. They become passive in learning English and are unable to speak so that the English teaching process becomes ineffective.

Based on the problems faced in MAN 2 OKI above, the researchers found many causes related to students. This is because teachers have difficulty in organizing and making students interested in the material and methods. The limited ability in the speaking component makes them shy and not confident to speak English. In addition, the provision of motivation is still limited because in general teachers only pay full attention to the material and the attractiveness of students. In that situation, the teaching and learning process does not go well and makes students bored. Besides, it was hard work to get students' attention. Lack of control also occurs when they teach in large classes.

Therefore, it is difficult to apply individual controls to each student. During teaching hours, teachers still use traditional techniques and only provide one skill in each meeting. Teachers usually give less opportunity for students to express their ideas and let students only memorize vocabulary, asking students to open exercise books, read assignments, and instead do exercises. Then the teacher asked the students to write the words without asking the students to use them in communicating. Therefore some students do not know the function of this language exercise.

To solve this problem, there are many ways that can be used. One of them is drama. Drama is one method of learning to speak in teaching. In teaching speaking there are several principles. The first is to help students

overcome their initial reluctance to talk, to encourage, to give, to give, and to start with something simple. The second is asking students to talk about what they want to talk about. Third, ask students to talk about what they can talk about. Fourth, provide appropriate feedback. Fifth is to combine speaking with listening and reading. The last is to include speech act teaching in speaking teaching. Based on the above principles, drama has criteria as a method for teaching speaking.

It encourages thinking and creativity, allows students to develop and practice new language and behavioral skills in a relatively non-threatening setting and can create the motivation and engagement needed to learn. Drama encourages students to actively participate in the teaching and learning process because this method provides a way to create a rich communicative environment in which students actively become part of several real-world systems and function according to their assigned roles as members of that group. Drama can increase the self-confidence of students who are hesitant, because in drama activities students will have different roles and fairness. So, it is very appropriate to use drama in improving students' speaking skills.

Drama is a fictional way of representation through dialogue and performance. group to do their play is ten minutes. Following are the performances performed by the students in speaking after seeing theatrical scenes or films shown in the classrooms. Technical drama is an affective way for teachers to attract students' interest in developing their speaking skills. Because by using drama techniques, students will have a better learning

experience. The reason why students will have a better experience is by speaking students will gain many words by seeing real objects so that students can speak fluently.

B. Problem Identification

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

1. The students are shy and not confident in speaking English especially in front of the class.
2. The students speaking ability are still low.
3. Students less practice in speaking.

C. Problem Limitation

From the identification above, the researcher found that the problem in his research was that the students' speaking ability was still low. And the researchers focused on using drama techniques to improve students' speaking skills in grade 1 MAN 2 OKI.

D. Problem Formulation

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

1. Can the use drama technique to improve the students' speaking ability at the 1st graders of MAN 2 OKI?
2. Can the use drama technique to improve the Students' Learning Activity at MAN 2 OKI?

E. Objective of the Study

The objectives of the research are:

1. To know that drama technique can improve the students' speaking ability among the 1th graders of MAN 2 OKI.
2. To show that drama technique can improve students' learning activity among the 1th graders of MAN 2 OKI.

F. Benefit of the Study

The results of this research might be useful as follow:

1. For the Student

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

2. For the Teacher

As the information for the English teacher of MAN 2 OKI as an alternative technique to used or applied by the teacher to teach speaking effectively in order to improve or to make student's being spirit to speak up.

3. For the Reseachers

To get different experiences and apply more fun learning methods so that students can be more interested in learning English so that they can improve their speaking ability.

G. Prior Research

The first research was done by Harmawati with the title "The Use of Drama in Improving the Student's Speaking ability". This research was use

CAR. This research subject was the students of SMP Nasional Makassar, particularly at Class VIII C which consist of 42 students. This research was only focus on the pronunciation and fluency. There are 2 cycle I in this research. The result of this research showed that the students speaking was improved by using this technique, especially the pronunciation and the fluency.¹

The second research was written by Puput Endah Purnamasari from Muhammadiyah University of Jember the Faculty of Teacher Training and Education Language and art Education Department, English Education Program. The title of this research was “The Use of Drama Technique to Improve Speaking Ability of the First Grade Students”. The design of this research was CAR. The respondents were the first grade students at MTs 01 Tanggul Jember which consist 20 students. The research used speaking test. The result of the first cycle of this research showed that there were 14 students got score more than 70 after the treatment, and the second cycle showed that there were 16 students who passed the 70 score. It means the research was success.²

The third research was done by Friska Diniarty, Y. Gatot SutapaY, and Eusabinus Bunau from Pendidikan Bahasa Inggris FKIP Untan Pontianak. The title of the research was “Improving Students Speaking by Using Drama

¹ Harmawati, *THE USE OF DRAMA IN IMPROVING THE STUDENTS' SPEAKING ABILITY (A Classroom Action Research at the Eight Grade Students of SMP Nasional Makassar)*, (Makassar Muhammadiyah University, 2017),

² Puput Endah Purnamasari, *The Use Of Drama Technique To Improve Speaking Ability Of The First Grade Student*,_The Use of Drama Technique To Improve Speaking Ability Of The First Grade Students

Technique. This research was aimed to improving students speaking skill. The number of the students of this research was 24 students, the result of this research showed that drama technique could improve students speaking skill.³

³ Friska Diniarty, Y.Gatot Sutapa Y, Eusabinus Bunau, *Improving Students' Speaking By Using Drama Technique*.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Concept of Speaking

1. Speaking

Speaking is many things, it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on.⁴ Speaking is the utterance of intelligible speech, it is also speech production. Speaking is also ability say articulations sound or words to express or to submit mind, feeling and idea.

Speaking is ability which is used for communication in daily activities. People send and receive message through speaking. They give reports, idea, advise, instructions, complaint, apologize, agree, disagree and so much means by speaking. The major goal or English learning is to enable students to communicate with other people by using English language being learned. The communication here means to talk to other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message. Speech combines both of code and message. The code consist of sound, vocabulary and structures of language.

⁴Marta Elena Munos B.Norma Constanza Basto S.,*Language Learning Resources in ELT Methodology* (Universidad de Caldas, 2008) from <http://www.slideshare.net/DIEGOFMACIAS/using-realia-in-language-teaching>, on Monday, August 2, 2010.

These components are organized into appropriate in order to convey the speakers ideas or opinion. So speaking is the verbal use of language to communicate with others. From explanation above, the writer concluded that speaking is ability or skill which is haven by people to express their idea orally or tocommunicate with other people. It is important skill that must we have because only through this skill we can express our message orally.

2. Speaking Ability

According to Oxford Advanced Learner's Dictionary definition of ability is skill or power⁵, however speaking ability is skill or power to express ideas, opinions or message orally. Speaking ability is the ability to communicate orally. It is not only to apply the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of Language use and rule of grammar.

Speaking ability is an important aspect and beneficial skill in learning language, it is a part of the goal or skill in learning english in the curriculum besides writing, reading, and listening. Through speaking people convey what they mean by arranging a set of words which contain a subject talked about and the situation.

In language teaching, we often talk about the four language skills (reading, listening, speaking, and writing). Reading and listening are called

⁵A S Hornby, *op.cit*, p. 1.

receptive skills, because receptive skills are the ways in which people extract meaning from the discourse they see or hear⁶. When we are listening or reading something it means that we receive something from what we listen or read. And other skills are speaking and writing. When we are speaking and writing it means that we are producing something. So that, speaking and writing skills are called productive skills. Broughton states that, however good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always a fluent tongue. There has to be training in the productive skill of speech as well.⁷

Nunan in *Language Teaching Methodology*, states that to most aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.¹⁹ For most second or foreign language learners, speaking skill is somewhat difficult. This probably because they think that the target language is different with their native language. And sometimes they feel it affects the mastery of another language. Just like other abilities, speaking is complex. Teaching students speak a second language is not easy. It needs a hard work and long process. At least there are five components in speaking:⁸

1) Pronunciation

2) Grammar

⁶Jeremy Harmer, *op.cit*, p. 1.

⁷Geoffrey Broughton et, al., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd., 1978), p. 76.

⁸David p. Harris, *Testing English as Secound Languagr* , (New York: Mc Graw Hill Company, 1969),p.83.

3) Vocabulary

4) Fluency

5) Comprehension All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking. Thus, the writer concluded that speaking ability is ability or skill to convey our ideas, opinions or message orally. Speaking ability is always used in everyday life, it is the only one way when we want to communicate to each other orally. Some people think that speakingability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

3. The purpose of Speaking Ability

The main purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated. Tarigan also suggests that speaking

has three general purposes, namely to inform and report (to inform), entertain and entertain (to entertain), and to persuade, invite, urge and convince (to persuade).

Gorys Keraf in St. Y. Slamet and Amir, suggest that the purpose of speaking is to convince the listener, require the listener's physical action or reaction, inform, and please the listener. This opinion not only emphasizes that the purpose of speaking is only to inform, convince, entertain, but also requires a physical reaction or action from the listener or listener. The LBB SSC Intersolution Team, argues that the purpose of speaking is to:

- (1) tell something to the listener,
- (2) convince or influence the listener, and
- (3) entertain the listener.

This opinion has the same meaning as the opinions described above. Based on some of the opinions that have been stated above, it can be concluded that the main purpose of speaking is to communicate. While the general purpose of speaking is to inform or report information to the recipient of the information, to convince or influence the recipient of the information, to entertain, and to require a reaction from the listener or recipient of the information.⁹

⁹Muclisin Riyadi, *Pengertian, Tujuan dan Tes Kemampuan Berbicara*, (Kajian Pustaka.com, Juni 03, 2013) hal 1-3

B. Concept of Drama

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

¹⁰John and Martin, *Teaching Classroom Drama and Theater*, (USA: Rutledge, 2005),P13

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

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

Moreover, Lewis and Rainer summarize the concept of drama into seven broad categories. There are Role, Form, Structure, Stage, Text, Audience, Concept¹³.

Those categories are not the main concern here. But, the actual performance and how the students' conduct it using narrative stories or experience from their life. Researcher would like to investigate the students' ability to relate the language into their performance. The using of narrative as the story represents part of the curriculum that is used today. Based on some mean above the researcher try to limit this drama mean is a form of art which provide someone to show their performance in communication, facial expression what we think and what we feel complicated with improvisation there are audience or no audience to show it. The time that allocated for one performance of a group to perform their drama is five toten minutes.

C. Principles of Using Drama

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

1. Tableau

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

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

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

2. Hot-seating Pupils question a role, usually TIR but sometimes followed by a pupil role. The plain version is that role just sits in front of the gathered group.
3. Occupation Create a semblance of activity and action of the situation. Frequently it is earlier in drama rather than later.
4. Narration Teacher tells story part of the drama. Where they need to move the drama on and where it is not appropriate
5. Writing input-output Where the new stimulus is necessary and gives simply information like as note, letter, diary and poster.
6. Role on the wall

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

7. Collective drawing/ maps

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

D. Types of Drama

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

1. Dramatization

Dramatization requires classroom performance of scripted materials. Students can make up their own script for short story or section of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the character would say and how they would say it. The script written by the students' are also probable with plays. Poems comprising one or more personae may also be scripted by students. Students should attentively read assigned sections of dialog in advance and be able to answer questions about character and plot. They should indicate vocabulary, idioms, or dialog they don't understand and words they cannot pronounce. They next research the scene with their partners. Although they don't memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspects of staging the scene (i.e., facial expression, gesture, and the physical aspect). At last, the dramatization is presented before the class.

2. Improvisation and Role-playing

Both improvisation and role-playing may be developed around the character, plot, and themes of a literary work. Improvisation is a more systematic activity, i.e. a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role playing students' picture character from the work being

read and join in a speaking activity other than a dramatization, such as an interview or panel discussion.¹⁵

E. Advantages and Disadvantages of Drama

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

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

Drama activities can be used to provide opportunities for students' to be involved actively. The activities involve the students' whole personality and not only their mental processes. In fact the small stage in the classroom is

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

¹⁶Bahram Moghaddas, Reza Ghafariniae, *Applying drama techniques in teaching English in Iran*, p. 26

a nice preparation for the students' to face the larger stage known as life. Beside that advantage, there are disadvantage in playing a drama. A like as:

1. Some of the students a take considerable longer amount of time to trust the benefit of drama.
2. Some of the students are much reserved while the other students resistance to use it.
3. Some of the students are having difficulties in memorizing the dialogue.
4. For the beginner and shy student, drama is something anxiously.

F. Drama in English Language Teaching

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

Drama in education has a clear pedagogical aim concentrating on the personal and social development of its participants. It should encourage learner to imagine, act and thus reflect on human experience and the process

of the social learning is highlighted above the final product. Drama education can be exploited in several different ways. However, the most appropriate form of using drama in context of foreign language teaching is to apply it as method of work. Drama is based on the direct experience of the participants through acting and that is why it develops the whole personality of a learner, effecting on creativity, sensibility and sociability of each individual. Drama used in education gives participants the chance to submerge into fiction, take on the different roles, explore them, try thing on their own, learn through their proper experience and thus form their positions and attitude to the surrounding reality. The relationship between drama and the foreign language teaching naturally flourishes by virtue of all its benefit we can observe in foreign language instruction. And drama does not have to be used just in practice language functions, grammatical structure or particular vocabulary. It can be easily, and most of all effectively, exploited in cross-curricula teaching when studying and exploring topics related to the foreign culture or other school subjects. As Phillips suggest the teacher using drama "can use topics from other subject: the children can act out the scene from history, or the life cycle a frog; or he or she can work on the ideas and issues that run through the curriculum, such as sexism, respect for the environments and road safety."¹⁷

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

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

G. Procedure of Drama

1. Pre-task language activities

a. Welcoming speech

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

b. Briefing

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

2. Task cycle

a. Showtime

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

b. Analysis

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

H. Action Hypothesis

In this Research, the Resreacher has a hypothesis as temporary answer toward some problem that occur in this reseach. The hypothesis of this reseach”using drama can improve the speaking ability their student’s and can improve Students' learning activity at first grader of MAN 2 OKI academic year 2021/2022”. can improve Students' learning activity at first grader of MAN 2 OKI academic year 2021/2022.

CHAPTER III

RESEARCH METHOD

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

A. Setting Research

This research would be conducted at MAN 2 OKI which is located in block G, Suryadi, OKI, South Sumatra. The researcher will use classroom action research. Base on the problem in this research is, can using drama improve students' speaking performance at the first grader at MAN 2 OKI? According to John. W. Creswell, research design is plans and the procedures for research to get detailed methods of data collection and analysis.¹ The research would conduct in two cycles. And will be apply about one month in second semester at the first grader at MAN 2 OKI. According EnjahTakari R. in his book say that Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with

¹John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publication 2002) P. 20

data-driven collaborative analysis or research to understand underlying cause enabling future predictions about personal and organization change.²

Furthermore, in DonalAry's book say that action research process involves reflecting, planning, acting and observing. the action research models described in the literature differ in some ways, they appear to have common elements.³ These researcher want to investigate whether using of - drama can be able to improve students' speaking performance.

B. Subject Research

Populations all individuals of interest to the researcher.⁴ According to the statement above that population is total number of subject research. The population of this research is all students of the first grader MAN 2 OKI; it is about 30 students.

C. Procedure of Research

This Action Research will be done in two cycles. There is a relationship between one and the others. Here are steps Classroom Action Research design.

²Enjah Takari R. *Penelitian Tindak Kelas*, (Bandung:PT Genesindo, cet.2,2010), P. 5

³Donal Ary, *introduction to reseach in education*, (USA Wadsworth, cengage learning 2010 8th Edition, P. 518

⁴Geoffrey Marezky, *Essential of aresearcher Design and Methodology*, (Canada: John Wiley & Sons, Inc, 2005, P.33

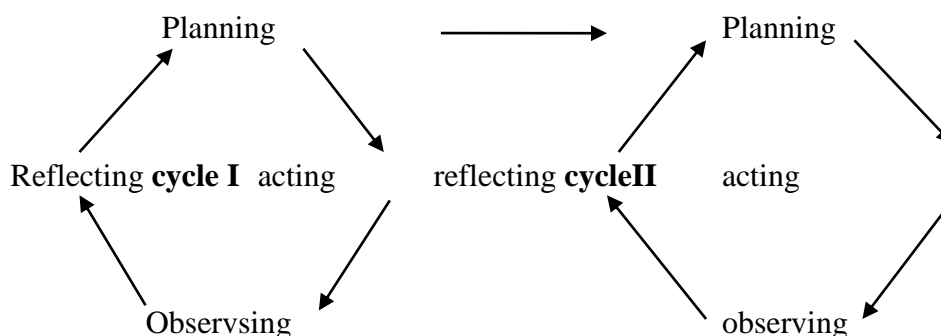


Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean, 2002)⁵

Cycle 1

1. Planning

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

In this step explain about what, why, when, who and how the action is conducted. Well if it is conducted properly, this way is said ideal way because there is effort to improve subject in research. Planning is the step in each activity. In this step, the researcher plans as follows:

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

⁵Jean McNiff and Jack Whitehead, *Action Research: Principle and practice*, (New York: Routledge Falmer, 2002) Second Edition, P. 41

2. Acting

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

a. Pre Teaching Activities

- 1) Pray and greets the student
- 2) Ask the student condition
- 3) The teacher chooses the appropriate with the material going to be taught.
- 4) The researcher teaches through understanding about material.

b. While Teaching Process

- 1) The teacher will write the new explanation on the white board about how to delivery about the material.
- 2) The teacher will give the explanation in the learning process.
- 3) The students just perform the explanation and say nothing.
- 4) When the students have difficult to deliver, the teacher repeats explanation.

c. Post Teaching

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

5) Teacher gives greeting for the students (teacher say good bye).

3. Observing

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

4. Reflecting

The fourth step in CAR is reflecting, this step would be done to teaching learning process, the result of perform and observation from the students and the result of the students test. If in this cycle 1 the score of student improve, so this cycle is to be done. But, if the student's score not improve, so the cycle will becontinuing to the next cycle. The plan of the step of cycle 2 as follow: Planning, Acting, observing and reflecting.

D. Data Collecting Technique

In collecting the data, the researcher conducted:

1. Test

The test would give to know the students speaking ability. The test is oral test of speech or other performance in front of class. In deterng the score gained by the student, the researcher used an oral rating scale.⁶

⁶David P.Harris,*Testing English as a Secound Language*, (India Offset Press, Nw Delhi, 1974), P.84

2. Documentation

Documentation would help the user of the research to understand the boundaries of the evidence in term of any widerconclusion that can be drawn.⁷ So, it can be conclude that documentation is note of information in the form of documentation. The researcher used documentation as a data collecting method. The researcher used this method to get data about the students, teacher and also about the organization structure of senior high school MAN 2 OKI in academic year 2021/2022.

3. Observation

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

- a. Observe the students activity
- b. Observe the students cooperation in their group
- c. Observation towards the teacher's way of teaching This way must be direct or indirect observe to research object.⁸

E. Research Instrument

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

⁷Jane Ritchie and Jane Lewis, *Qualitative Reseach Practice*, (Wiltshire: Great Britian the Cromwell Press Ltd, 2003), P. 278

⁸Kunandar, *Langkah mudah penelitian tindakan kelas sebagai pengembangan profesi guru*,(Jakarta: Rajawali Pers, 2013), P.127

a) Test

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

b) Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students at senior high school MAN 2 OKI.

c) Observation

Kunandar defined that observation is interpretation data to view how long effect in classroom research.⁹ It means that observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals.

F. Data Analysis Technique

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

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

Note:

$$X = \text{Average}$$

⁹Ibid. P.143

$$\sum X = \text{Total of Score}$$

N = Total of Student

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

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

Note:

P = Percentile which is tried to find

F = Frequency of the class.

N = Total of the students¹⁰

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

G. Indicator of Success

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

¹⁰Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja GrafindoPrsada, 2010), P.82

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

This chapter will be divided into two parts of presentations, the first is result of the research and discussion.

A. Result of the Research

1. History of MAN 2 OKI

MAN 2 Ogan Komering Ilir is one of the schools with religious status in Ogan Komering Ilir. Established in 2009 with a Decree of Establishment October 13, 2009. Initially this school was called SMK Srigama led by Mrs. Heti, but over time the school changed its name to MAN Mesuji with state status led by Mrs. Endang, S.Pd. MM. Then in 2018 this school changed its name again to MAN 2 Ogan Komering Ilir and was led by Dra. Yulyati, M.Si On April 1, 2018 with civil servant status and having the last education of S2 STISIPOL.¹

School Name	: MAN 2 OKI
Accreditation	: B
Curriculum	: K13
Study Time	: Morning
NSM	: 131116020014
NPSN	: 10648985
Status	: Country
Form of Education	: MA
Organizer	: Individual
Decree of School Establishment	: 151

a. Vision, Mission and Long Term Goals of MAN 2 OKI

1) Vision

Excellent in achievement, religious, skilled in science and good character.

2) Mission

Favor the achievements of science gradually

Prepare and facilitate students to compete

Build a clean and disciplined culture

Creating safe and comfortable madrasas

Developing the potential and creativity of students through talent

Long term goals

The realization of superior and high-achieving madrasas

The realization of a clean, comfortable and Islamic madrasa

Realization of transparent and participatory school management by involving stakeholders

Students get the National exam scores and School Exams always increase

Always be a champion in various competitions

Structure Organization

After making observations at MAN 2 OKI, I can see that every area of the organizational structure is running according to their respective duties, for example the vice principal in the curriculum field, who during the covid pandemic distributed questionnaires to parents to find out whether parents agreed to conducting offline teaching and learning activities or approving online learning activities, this is one of the duties of the vice principal in the curriculum field, namely to prepare for the implementation of teaching and learning activities.

FIGURE 2
Organization Structure



b. Co-curricular and Extracurricular Activities

1) Co-curricular activities

According to the results of an interview with one of the teachers, the schedule of co-curricular activities at MAN 2 OKI is held once a year in study tours, visits to museums, and so on. The technical implementation of co-curricular is usually done by combining several subjects in one activity at a time. However, the schedule of co-curricular activities is not written with certainty.

According to the informant, the coach of co-curricular activities depends on the subject teacher himself. There are no written records for co-curricular coaches. The involvement of students in co-curricular activities is very important. Students are required to participate in every school activity.

2) Intracurricular and extracurricular activities

In addition to co-curricular, at MAN 2 OKI there are also activities in the form of intra-curricular and extra-curricular activities.

The existing intracurricular activities are as follows:

Osis

Meanwhile, extracurricular activities are as follows:

Scouts/Paskibra

PMR

Drumb band

Sport

Music art

Musical art hadroh

Implementation of Academic and Non-Academic Self-Development Programs. Academic self-development activities are carried out for 2 effective hours (2 x 60 minutes) in the afternoon after KBM whose implementation is regulated in a special lesson schedule. As for the implementation of non-academic self-development programs (extracurricular) carried out outside hours during the day.

3) The Description of Research Data

This research was conducted in 2 cycles. 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, each cycle consists of planning, acting, observing, and reflecting. While on planning, researcher made lesson plan and researcher would teach the students by using these lesson plan. The material of this research was English Drama. Before the process of cycle, the researcher conducted the pre-test on January, Tuesday 10th 2023. The result of the student's pre-test score can be explained as follows.

a. Pre-test activity

In this meeting the researcher was being a teacher and the collaborator or was being observer. The meeting start by unique greeting, and then the teacher checked the student's attendance and

asked the condition of students. In this meeting, the teacher tries to give the student understanding about what test that they will did.

The teacher gave an explanation about speaking test and gave the tips and trick in speaking activities to help the student's problem that commonly faced. Then, the researcher gave them an oral test to measured the student's speaking ability before the treatment was giiven. In the end of meeting, the researcher closed with motivated and gives the students spirits to learn and practice more in speaking. And the frequency of student's score at pre-test can be seen in the following table:

Table 2
The Calculation of the Student's Score

No	Name	Student's Score		Result	Category
		Teacher	Researcher		
1	ASM	44	56	50	Failed
2	AHB	37	44	41	Failed
3	ATS	50	50	50	Failed
4	AP	44	44	44	Failed
5	DO	31	44	38	Failed
6	EWN	75	75	75	Passed
7	FDA	56	62	59	Failed
8	HI	62	75	69	Failed
9	IDJ	69	75	72	Failed
10	LA	50	50	50	Failed
11	LN	44	44	44	Failed
12	LP	25	31	28	Failed
13	LAR	31	31	31	Failed
14	MBP	75	75	75	Passed
15	MS	62	62	62	Failed
16	MRA	44	44	44	Failed
17	NSR	31	31	31	Failed
18	NAR	44	44	44	Failed
19	NA	44	44	44	Failed
20	ONR	56	56	56	Failed

21	P	75	69	72	Failed
22	PMS	44	56	50	Failed
23	RRP	69	69	69	Failed
24	SPR	75	69	72	Failed
25	SM	56	56	56	Failed
26	SDA	56	56	56	Failed
27	TAH	31	31	31	Failed
28	UNA	44	44	44	Failed
29	W	44	44	44	Failed
30	ZA	44	56	50	Failed
		Total of all student's grade		1551	
		Total all of the students (n)		30	
		The highest grade		75	
		The lowest grade		28	
		Average		51	

Table 3
Frequency of the Student's Score

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	2 students	6.7%	Complete
2	< 70	28 students	93,3%	Incomplete
	Total	30 students	100%	

Source: The result score of speaking pre-test at X class of MAN 2 OKI

Based on the data above, it could be inferred that 28 students (93,3%) were not successful and another 2 student (6.7%) was successful. The successful students were those who got the minimum mastery criteria of English subject at MAN 2 OKI at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 51, so the result was unsatisfied. Therefore, the researcher used Drama technique to improve

the students's speaking skill.

4) Cycle I

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

a) **Planning**

The first meeting was done on January, Thursday 12th, 2023.

It was opened by praying, greeting, checking the attendance list, and introducing the researcher to the students. Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's post-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

5) Acting

The first meeting

The meeting was done on January, Thursday 12th, 2023. In this meeting the researcher was being a teacher and the collaborator was being observer. The meeting start by unique greeting, and then the teacher checked the student's attendance and asked the condition of students. In the first meeting, the teacher tries to give how important speaking in daily activities.

The teacher stimulated and shared about the useful of speaking in the real of life, especially in our country. In this meeting the teacher also gave the tips and trick in speaking activities to help the student's problem that commonly faced. In the

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

The second meeting

The second meeting was conducted on January, Monday 16th, 2023. In this meeting was started by pray together, and then the teacher checked the student's attendance and asked the condition of students.

The first, the researcher explains about the material about speaking and Drama.

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

The Third Meeting

The third meeting was conducted on January, Tuesday 17th, 2023. In this meeting the researcher was being the teacher and the collaborator was being the observer. First, the teacher checked the students's attendance and asked the condition of students.

In this meeting, the researcher gave the post test. The test is, the students have to perform the drama that have been given in the previous meeting. It was done to know students learning result after following the learning process.

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

Table 4
The Calculation of the Student's Post Test 1 Score

No	Name	Student's Score		Result	Category
		Teacher	Researcher		
1	ASM	56	62	59	Failed
2	AHB	56	62	59	Failed
3	ATS	50	62	56	Failed
4	AP	50	56	53	Failed
5	DO	62	69	66	Failed
6	EWN	75	81	78	Passed
7	FDA	75	75	75	Passed
8	HI	75	81	78	Passed
9	IDJ	75	75	75	Passed
10	LA	50	62	56	Failed
11	LN	62	62	62	Failed
12	LP	44	44	44	Failed
13	LAR	44	44	44	Failed
14	MBP	75	81	78	Passed
15	MS	75	81	78	Passed
16	MRA	75	75	75	Passed
17	NSR	44	44	44	Failed
18	NAR	56	50	53	Failed
19	NA	50	50	50	Failed
20	ONR	69	69	69	Failed
21	P	75	75	75	Passed
22	PMS	75	75	75	Passed
23	RRP	75	75	75	Passed
24	SPR	75	75	75	Passed
25	SM	62	62	62	Failed
26	SDA	62	62	62	Failed
27	TAH	50	44	47	Failed
28	UNA	56	62	59	Failed
29	W	56	56	56	Failed
30	ZA	75	69	72	Failed
		Total of all student's grade		1906	
		Total all of the students		30	

		(n)		
		The highest grade	78	
		The lowest grade	44	
		Average	63	

Table 5

Frequency of the Student's Score of Post Test 1

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	11 students	36,7%	Complete
2	< 70	19 students	63,3%	Incomplete
	Total	30 students	100%	

Source: The grade of speaking test of post test I of X grade of MAN 2 OKI

According to the table 11, the students had improved score than the pre-test before. And there was 11 students who passed the test, where it was only 2 students who passed the test before. But, the improvement in post- test I was not successful, because only 11 students (36,7%%) who passed the test the criteria of student's 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

6) Observing

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

Drama to comprehend speaking performance easily. Although the researcher had explained the material and the technique but the students were still not confidence and got difficulties to speak up in front of the class. The students those passed in post-test cycle 1 only 11 students of 30 students.

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

Table 6
The Student's Learning Activity Observation in Cycle I

No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Answering the question	Being activein the class	Being able to do the task
1.	HKA	√	-	-	√
2.	YAS	-	√	√	-
3.	ES	-	-	-	√
4.	APA	√	√	√	√
5.	FA	-	-	√	√
6.	ANH	√	-	-	√
7.	YS	√	√	√	√
8.	AB	√	-	√	-
9	MI	-	√	-	-
10.	DHCF	√	-	-	√
11.	FNI	-	√	√	-
12.	RS	√	-	√	-
13.	RAMA	-	√	-	√
14.	MJ	√	-	-	√
15.	ITA	√	-	-	√
16.	UALA	-	√	√	-

17.	RAI	-	-	-	√
18.	YF	√	√	√	√
19.	HAS	-	-	√	-
20.	FFN	√	-	-	√
21.	TAW	√	√	√	√
22.	BPW	√	-	√	-
23.	AP	-	√	-	-
24.	IA	√	-	-	√
25.	LF	-	√	√	-
26.	NFH	√	-	√	-
27.	HR	-	√	-	√
28.	DEM	√	-	√	√
29.	AZ	√	-	-	√
30.	RNR	-	√	√	-
TOTAL		17	13	16	18

The table showed that not all the students" were active in learning process. There were 17 students (57%) who gave attention to the teacher explanation. 13 students (43%) who asked/answered question, 16 students who are active in the class (53%), 18 students (60%) who are able to do the task.

Table 7
The Frequency of Student's Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	17	57%
2	Asking/answering the Question	13	43%
3	Being active in the class	16	53%
4	Being able to do the task	18	60%
Total Students		30	
The Average Percentage		53%	

Source: The student's activity at the X grade of MAN 2 OKI

7) Reflecting

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

Table 8
The Comparison Between Pre-test and Post-test I Grade in Cycle I

No	NameInitial	PreTest	PostTestI	Deviation	Explanation
1	ASM	50	59	9	Improve
2	AHB	41	59	18	Improve
3	ATS	50	56	6	Improve
4	AP	44	53	9	Improve
5	DO	38	66	28	Improve
6	EWN	75	78	3	Improve
7	FDA	59	75	16	Improve
8	HI	69	78	9	Improve
9	IDJ	72	75	0	Stuck
10	LA	50	56	6	Improve
11	LN	44	62	18	Improve
12	LP	28	44	16	Improve
13	LAR	31	44	13	Improve
14	MBP	75	78	3	Improve
15	MS	62	78	16	Improve
16	MRA	44	75	31	Improve
17	NSR	31	44	13	Improve
18	NAR	44	53	22	Improve
19	NA	44	50	6	Improve
20	ONR	56	69	13	Improve
21	P	72	75	3	Improve

22	PMS	50	75	25	Improve
23	RRP	69	75	6	Improve
24	SPR	72	75	3	Improve
25	SM	56	62	6	Improve
26	SDA	56	62	6	Improve
27	TAH	31	47	16	Improve
28	UNA	44	59	15	Improve
29	W	44	56	12	Improve
30	ZA	50	72	22	Improve
Total		1551	1906		
Average		52	63		

Table 9
The Comparison of Student's Pre Test and Post-Test I in Cycle I

Interval	Pre-Test		Post Test I		Explanation
	F	%	F	%	
≥70	2	6.7%	11	36.7%	Complete
< 70	28	93.3%	19	63.3%	Incomplete
TOTAL	30	100%	30	100%	

The table above, it could be seen that the percentage average of students in pre 6.7% (4 students) and the percentage average of post-test 36.7% (11 students) but it was not fulfil the completeness standard (minimum standard criteria) at least 70 % students must get ≥ 75 . Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

8) Cycle II

a) Planning

In planning at Cycle II the researcher and collaborator would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan they wanted to

identify the problem in the classroom. Based on the student's result in cycle 1, the researcher concluded that the problems that faced by students is the student do not have confident to speak English in front of the people, and the researcher try to gave the student understanding about how to be confident by performing the Drama.

b) Acting

The first meeting

The first meet was done on January, Thursday 19th, 2023 at 13.00 – 14.50 am. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students.

The learning process in the cycle II focused on the weakness of cycle I. The researcher found the students' problems were in mechanic, organization and also grammar. The researcher asked about the previous material before she explained more about it. After that, the researcher explained the topic. The topic is asking and giving opinion about speaking and the drama that going to be performed.

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

The second meeting

The second meeting was conducted on January, Friday 20th, 2023 followed by 30 students. In this meeting the researcher was being the teacher and the collaborator was being the observer. This meeting used to post test II in the end of cycle.

The researcher gave post test to the students. In this meeting almost of the student's delivered and have a good performance. It can be seen from the result of the post test II.

Table 10
The Calculation of the Student's Post Test 2 Score

No	Name	Student's Score		Result	Category
		Teacher	Researcher		
1	ASM	69	75	72	Failed
2	AHB	75	75	75	Passed
3	ATS	75	75	75	Passed
4	AP	75	75	75	Passed
5	DO	81	81	81	Passed
6	EWN	87	87	87	Passed
7	FDA	75	75	75	Passed
8	HI	87	87	87	Passed
9	IDJ	75	87	81	Passed
10	LA	62	62	62	Failed
11	LN	87	87	87	Passed
12	LP	68	68	68	Failed
13	LAR	68	68	68	Failed
14	MBP	87	87	87	Passed
15	MS	81	87	84	Passed
16	MRA	87	87	87	Passed
17	NSR	62	62	62	Failed
18	NAR	68	68	68	Failed
19	NA	62	62	62	Failed
20	ONR	75	75	75	Passed
21	P	87	87	87	Passed
22	PMS	81	87	84	Passed
23	RRP	81	81	81	Passed
24	SPR	87	87	87	Passed

25	SM	68	68	68	Failed
26	SDA	75	75	75	Passed
27	TAH	68	68	68	Failed
28	UNA	75	75	75	Passed
29	W	81	81	81	Passed
30	ZA	75	75	75	Passed
Total of all student's grade				2380	
Total all of the students (n)				30	
The highest grade				87	
The lowest grade				62	
Average				79	

Table 11
Frequency of the Student's Score of Post Test 2

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	21	70%	Complete
2	< 70	9	30%	Incomplete
	Total	30 students	100%	

Source: The grade result of speaking Post-test 2 at X Class of MAN 2

OKI

According to the table 17, the students had improved score than the post-test1 before. And there was 21 students who passed the test, where it was only 11 students who passed the test before. There was 21 students (70%) who passed the test. The criteria of student's 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. It means this observation was successful.

c) Observing

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

Table 12
The Student's Learning Activity Observation in Cycle II

No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Answering the question	Being active in the class	Being able to do the task
1.	HKA	√	√	√	√
2.	YAS	-	√	√	-
3.	ES	√	√	-	√
4.	APA	√	√	√	√
5.	FA	-	√	√	√
6.	ANH	√	-	√	√
7.	YS	√	√	√	√
8.	AB	√	√	√	-
9.	MI	-	√	-	√
10.	DHCF	√	√	√	√
11.	FNI	√	√	√	-
12.	RS	√	-	-	-
13.	RAMA	-	√	-	√
14.	MJ	√	√	√	√
15.	ITA	√	√	-	√
16.	UALA	√	√	√	-
17.	RAI	√	√	-	√
18.	YF	√	√	√	√

29.	HAS	-	-	√	√
20.	FFN	√	√	-	√
21.	TAW	√	√	√	√
22.	BPW	√	-	√	-
23.	AP	√	√	√	-
24.	IA	√	√	-	√
25.	LF	-	√	√	√
26.	NFH	√	-	√	√
27.	HR	-	√	-	√
28.	DEM	√	-	√	√
29.	AZ	√	√	√	√
30.	RNR	√	-	√	√
	Total	26	15	17	22

Table 13
The Frequency of Student's Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on the Teacher's explanation	23	76%
2	Asking/answering the Question	21	70%
3	Being active in the class	22	73%
4	Being able to do the task	23	76%
Total Students		30	
The Average Percentage		74%	

Source: The students' activity at the X Class of MAN 2

OKI

The table showed that not all the students were active in learning process. There were 23 students (76%) who gave attention to the teacher explanation. 21 students (70%) who asked/answered question, 22 students who are active in the class (73%), 23 students (76%) who are able to do the task.

4) Reflecting

Based on the result of cycle II, at the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test I score and the result of student's post-test II score. The comparison between post-test I score and post-test II score as follow:

Table 14
The Comparison Between Cycle 1 and Cycle 2 Grade

No	Name	Post Test 1	Post Test 2	Deviation	Explanation
1.	ASM	59	72	13	Improve
2.	AHB	59	75	16	Improve
3.	ATS	56	75	16	Improve
4.	AP	53	75	22	Improve
5.	DO	66	81	15	Improve
6.	EWN	78	87	9	Improve
7.	FDA	75	75	0	Stuck
8.	HI	78	87	9	Improve
9.	IDJ	75	81	6	Improve
10.	LA	56	62	6	Improve
11.	LN	62	87	25	Improve
12.	LP	44	68	24	Improve
13.	LAR	44	68	24	Improve
14.	MBP	78	87	9	Improve
15.	MS	78	84	6	Improve
16.	MRA	75	87	12	Improve
17.	NSR	44	62	18	Improve
18.	NAR	53	68	15	Improve
19.	NA	50	62	12	Improve
20.	ONR	69	75	6	Improve
21.	P	75	87	12	Improve
22.	PMS	75	84	9	Improve
23.	RRP	75	81	6	Improve
24.	SPR	75	87	12	Improve
25.	SM	62	68	6	Improve
26.	SDA	62	75	13	Improve
27.	TAH	47	68	21	Improve
28.	UNA	59	75	16	Improve

29	W	56	81	25	Improve
30	ZA	72	75	3	Improve
Total		1906	2380		
Average		63	79		

Table 15
The Comparison of Student's Cycle 1 and Cycle 2 Grade

Interval	Post-Test I		Post Test II		Explanation
	F	%	F	%	
≥ 70	11	36.7%	21	70%	Passed
< 70	19	64.3%	9	30%	Failed
TOTAL	30	100%	30	100%	

The table above, it could be seen that the percentage average of students in post test 1 36,7% (11 students) and the percentage average of post-test 2 70% (21 students) while (minimum standard criteria) at least 70 % students must get ≥ 75 . Based on the analyzing of learning process it could be understand that this observation was successful.

B. Discussion

In teaching speaking skill to the students" of MAN 2 Ogan Komering Ilir especially in students of 1st grade, the researcher chose English Drama technique to improve the students" speaking skill. The researcher used this technique to organize students" idea and made students more active in speaking skill in learning English. Therefore, it is proved that the implementation of English Drama Technique improves the students" learning activities. Therefore, English Drama technique hopefully is useful in the

learning activities. Based on the explanation of cycle I and cycle II, it was investigated that the use of English Drama technique could improve the students' in speaking skill. There is progress from the students get grade >75 from pre-test 6.7% or 2 students, post-test I 36.7% or 11 students and post-test II become 70% or 21 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade >75 are reached. The result of the student's activities in cycle I and cycle II are improved. Pay attention of the teacher explanation 76%, the students, ask/answer question 70%, the students' activeness in the class 73%, the students' able do the task 76%..

Based on the explanation of cycle I and cycle II, it was investigated that the use of Drama Technique could improve the student's in speaking skill. There is progress from the students get grade ≥ 75 from pre-test 67% or 2 students, post-test I 36,7% or 11 students and post-test II become 70% or 21 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I and to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 75 are reached.

The result of the student's activities in cycle I and cycle II are

improved. Pay attention of the teacher's explanation from 57% to 76%, the student's ask/answer question from 43% to 50, the student's activeness in the class from 57% to 73%, the student's able do the task from 60% to 76%. The result of studentss activities in cycle I is 53 % cycle II is 74 %. Therefore, there is improvement in student's learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter.

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking skill could be improved through English Drama Technique at the 1st grader of MAN 2 Ogan Komering Ilir.

It was investigated that the use of English Drama technique could improve the students' speaking skill. There is progress of students' grade that achieves the Minimum Mastery Criteria (MMC) Based on the explanation of cycle I and cycle II, it was investigated that the use of English Drama technique could improve the students' speaking skill. There is progress from the students get grade >75 from pre-test 6.7% or 2 students, post-test I 36.7% or 11 students and post-test II become 70% or 21 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade >75 are reached. The result of the student's activities in cycle I and cycle II are improved. Pay attention of

the teacher's explanation 76%, the students', ask/answer question 70%, the students' activeness in the class 73%, the students' able do the task 76%. It means that there is improvement in students' learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of English Drama technique could improve the students' in speaking skill and their learning activity.

B. Suggestion

Based on the conclusion above, there are some suggestion intended to the improvement of teaching and learning process, as follows:

1. To English Teacher

- a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media. role the teacher how to made student create to achieve material and made english language interest in their learning process.
- b. It is better for the teacher to use Drama technique in English learning especially in speaking because it can improve student's speaking skill
- c. The teacher is suggested motivation to the students in order to be active in learning process. Inovation nedeed for teacher to made

interest English learning.

2. To the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking skill so they can be successful in English learning. And also English Drama technique introduce for student about how to speak English happily.

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APPENDICES

SILABUS SMA

Mata

Pelajaran:

Bahasa

Inggris Kelas:

X

Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleransi, 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 ingintahunya 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.
- 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.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar. Menunjukkan Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab, dalam melaksanakan komunikasi transaksional dengan guru dan teman. Menganalisis fungsi sosial, struktur teks, dan unsure</p>	<p>Tindakan/kejadian yang dilakukan terjadi di waktu lampau yang merujuk waktu terjadinya dengan merujuk pada kesudahannya (Past simple dan present perfect tense)</p> <p>Fungsi Sosial</p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan merujuk pada kesudahannya</p> <p>Struktur teks</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat past simple dan present perfect tense, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat past simple, dan present perfect tense selama proses pembelajaran, dengan bimbingan guru. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat past simple dan present perfect tense, (fungsi sosial, struktur 	<p>Kriteria Penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (Observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan member balikan.</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan 		<ul style="list-style-type: none"> • Audio CD/VCD/D VD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/americanenglish/resource_files • http://learnenglish.britishcouncil.org/en/

<p>kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>1.4 Menyusun teks lisan dan tertulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi dimasa lampu yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya ,dengan</p>	<p>I had plowed into a big green buick. I hollered farewells to my friends and poured myself into the car My friend has prepared everything before we left</p> <p>Unsur Kebahasaan</p> <p>(1) Past simple, present perfect (2) Tata bahasa ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran,</p>	<p>teks, dan unsure kebahasaan)</p> <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai past simple dan present perfect yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada 	<p>Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran disetiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
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<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>didalam maupun di luar kelas.</p>	<p>kesudahannya dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur</p> <ul style="list-style-type: none"> • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. Mengasosiasi • Siswa membandingkan kalimat PastSimple dan Present Perfect tense yang telah dipelajari dengan ungkapan-ungkapan lainnya. 			
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		<ul style="list-style-type: none">• Siswa membandingkan antara kalimat PastSimple dan Present Perfect tense dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan			
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		<p>yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none">• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
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RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan Pendidikan : MAN 2 OKI
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X
Topik : drama
Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	Menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kata dengan benar. Mengucapkan kalimat dengan intonasi yang benar.
Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur yang benar dan sesuai konteks	Menentukan fungsi sosial teks dan mengidentifikasi struktur teks

C. TUJUAN PEMBELAJARAN

1. Menginterpretasikan drama (tradisional dan modern) yang telah di pelajari.
2. Menyajikan drama dalam bentuk pentas di dalam kelas.

D. MATERI PEMBELAJARAN

Mengimplementasikan teks drama dalam bentuk penampilan atau pementasan.

The Lake of Color

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 was very sad. Some old

man who was 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 ypur 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 pregnant. 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 pregnant."

King : "Thanks 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 everything 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 them to 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 looked 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 Color”. It’s located in the peak, West Java. On a bright day, the lake is full of color. So beautiful and amazing. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the color are from the princess’s necklace, which spreads at the bottom of the lake.

E. MODEL/METODE PEMBELAJARAN

Pendekatan : Metodeilmiah (scientific approach)

Strategi : Pengamatan, pemodelan, mengumpulkan informasi, penalaran, mempraktikkan.

F. MEDIA PEMBELAJARAN

1. White Board
2. Worksheet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris ☞ Guru dan murid berdo’a bersama-sama sebelum memualai pembelajaran. ☞ Guru dapat memulai dengan menanyakan kabar peserta didik ☞ Pastikan peserta didik mampu merespon pertanyaan dari guru 	10 menit

	☞ Guru melakukan pengecekan kehadiran siswa.	
Inti	<ul style="list-style-type: none"> ☞ Guru menjelaskan pengertian tentang drama. ☞ Guru membagi siswa dalam lima kelompok masing-masing 6-7 siswa perkelompok. ☞ Guru memberikan teks drama untuk masing masing kelompok dan mendiskusikanya. ☞ Masing-masing kelompok maju ke depan kelas untuk mengimplementasikan teks drama yang sudah di bagi. 	60 menit
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Guru menjelaskan manfaat dari mendeskripsikan sesuatu. ☞ Guru dan murid bersama-sama menutup pelajaran dengan berdoa. 	10 menit

H. PENILAIAN HASIL PEMBELAJARAN

Teknik test : Lisan

Instrument : perfume with your group in front of the class

Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronunciation)	
4	Pemahaman (Understanding)	

a. Kosa Kata (Vocabulary)

5= Sempurna

4= Ada kesalahan tetapi tidak mengganggu makna

3= Ada kesalahan dan mengganggu makna

2= Banyak kesalahan dan mengganggu makna

1= Terlalu banyak kesalahan sehingga sulit dipahami

- b. Ketepatan
- c. Pengucapan
- d. Pemahaman

1. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Rasa Hormat (Respect)	
2	Peduli (Care)	
3	Berani (Brave)	
4	PercayaDiri (Confidence)	
5	InginTahu (Curiosity)	

a. Rasa Hormat

5= Selalu menunjukkan sikap rasa hormat

4= Pernah menunjukkan sikap tidak hormat

3= Beberapa kali menunjukkan sikap tidak hormat

2= Sering menunjukkan sikap tidak hormat

1= Sangat sering menunjukkan tidak hormat

- b. Peduli
- c. Berani
- d. Percayadiri
- e. InginTahu

2. Penilaian Dari Segi Tingkah Laku

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Melakukan Tindakan Komunikasi (Communicative Action)	
2	Kerja Sama (Team Work)	

a. Melakukan tindak komunikasi yang tepat (Communicative Action)

5= Selalu melakukan kegiatan komunikasi yang tepat

4= Sering melakukan kegiatan komunikasi yang tepat

3= Beberapa kali melakukan kegiatan komunikasi yang tepat

2= Pernah melakukan kegiatan komunikasi yang tepat

1= Tidak pernah melakukan kegiatan komunikasi yang tepat

b. Kerja sama (Team work)

5= Selalu kerja sama

4= Sering kerja sama

3= Beberapa kali melakukan kerja sama

2= Pernah melakukan kerja sama

1= Tidak pernah melakukan kerja sama

**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Satuan Pendidikan : MAN 2 OKI
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X

A. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	Menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kata dengan benar. Mengucapkan kalimat dengan intonasi yang benar.
Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur yang benar dan sesuai konteks	Menentukan fungsi sosial teks dan mengidentifikasi struktur teks

B. TUJUAN PEMBELAJARAN

1. Menginterpretasikan drama (tradisional dan modern) yang telah di pelajari.
2. Menyajikan drama dalam bentuk pentas di dalam kelas

C. MATERI PEMBELAJARAN

Mengimplementasikan teks drama dalam bentuk penampilan atau pementasan.

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 this 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 become 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 come 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 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 become a rich man, Malin married with the captain's 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. Fortunately, that island was

Malin's village. When arrived, Malin got 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 like Malin?"

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

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

And Dayat accompanied Malin's mother to her son. When reached there, Malin's mother met 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 yourmother!”
- Malin : “Who are you poor old woman? I don’t know you. My mother isn,t dirtylike 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 bestfriend? This is your mother, malin.”
- Malin : “I don’t know who are you and the old woman. I don’t have best friendlike 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...!!

D. MODEL/METODE PEMBELAJARAN

Pendekatan : Metode ilmiah (scientific approach)

Strategi : Pengamatan, pemodelan, mengumpulkan informasi, penalaran, mempraktikkan.

E. MEDIA PEMBELAJARAN

1. White Board
2. Worksheet

F. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris ☞ Guru dan murid berdo'a bersama-sama sebelum memulai pembelajaran. ☞ Guru dapat memulai dengan menanyakan kabar peserta didik ☞ Pastikan peserta didik mampu merespon pertanyaan dari guru ☞ Guru melakukan pengecekan kehadiran siswa. 	10 menit
Inti	<ul style="list-style-type: none"> ☞ Guru menjelaskan pengertian drama. ☞ Guru membagi siswa dalam lima kelompok masing-masing 6-7 siswa perkelompok. ☞ Guru memberikan teks drama untuk masing-masing kelompok dan mendiskusikanya. ☞ Masing-masing kelompok maju ke depan kelas untuk mengimplementasikan teks drama yang sudah di bagi. 	60 menit
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. 	11 menit

	<ul style="list-style-type: none"> ☞ Guru menjelaskan manfaat dari mendeskripsikan sesuatu. ☞ Guru dan murid bersama-sama menutup pelajaran dengan berdoa. 	
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G. PENILAIAN HASIL PEMBELAJARAN

Teknik test : Lisan

Instrument : Perform with your group in front of the class.

Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronunciation)	
4	Pemahaman (Understanding)	

a. Kosa Kata (Vocabulary)

5= Sempurna

4= Ada kesalahan tetapi tidak mengganggu makna

3= Ada kesalahan dan mengganggu makna

2= Banyak kesalahan dan mengganggu makna

1= Terlalu banyak kesalahan sehingga sulit dipahami

b. Ketepatan

c. Pengucapan

d. Pemahaman

1. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Rasa Hormat (Respect)	
2	Peduli (Care)	
3	Berani (Brave)	
4	PercayaDiri (Confidence)	
5	InginTahu (Curiosity)	

a. Rasa Hormat

5= Selalu menunjukkan sikap rasa hormat

4= Pernah menunjukkan sikap tidak hormat

3= Beberapa kali menunjukkan sikap tidak hormat

2= Sering menunjukkan sikap tidak hormat

1= Sangat sering menunjukkan tidak hormat

b. Peduli

c. Berani

d. Percayadiri

e. InginTahu

2. Penilaian Dari Segi Tingkah Laku

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Melakukan Tindakan Komunikasi (Communicative Action)	
2	Kerja Sama (Team Work)	

a. Melakukan tindak komunikasi yang tepat (Communicative Action)

5= Selalu melakukan kegiatan komunikasi yang tepat

4= Sering melakukan kegiatan komunikasi yang tepat

3= Beberapa kali melakukan kegiatan komunikasi yang tepat

2= Pernah melakukan kegiatan komunikasi yang tepat

1= Tidak pernah melakukan kegiatan komunikasi yang tepat

- b. Kerja sama (Team work)
- 5= Selalu kerja sama
 - 4= Sering kerja sama
 - 3= Beberapa kali melakukan kerja sama
 - 2= Pernah melakukan kerja sama
 - 1= Tidak pernah melakukan kerja sama

**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Satuan Pendidikan : MAN 2 OKI
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X
Topik : Drama
Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianut nya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan keja di tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	Menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kata dengan benar. Mengucapkan kalimat dengan intonasi yang benar.
Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur yang benar dan sesuai konteks	Menentukan fungsi sosial teks dan mengidentifikasi struktur teks

C. TUJUAN PEMBELAJARAN

1. Menginterpretasikan drama (tradisional dan modern) yang telah di pelajari.
2. Menyajikan drama dalam bentuk pentas di dalam kelas.

D. MATERI PEMBELAJARAN

Mengimplementasikan teks drama (tradisional dan modern) yang telah di pelajari.

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 anormal 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 gorgeous 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 yields 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
likethis 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
justeat the provisions of this father."

From the beginning Samosir had no intention of delivering the food.
Arrivingin 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 alreadyhot 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'reall ***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 climbthe 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 rightto 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 withlightning.

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 ourvillage"

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

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 inundatethis village. "

The end of the story, upon the arrival of the Princess on the river bank, suddenlythe 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.

E. MODEL/METODE PEMBELAJARAN

Pendekatan : Metode ilmiah (scientific approach)

Strategi : Pengamatan, pemodelan, mengumpulkan informasi, penalaran, mempraktikkan.

F. MEDIA PEMBELAJARAN

1. White Board
2. Worksheet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris ☞ Guru dan murid berdo'a bersama-sama sebelum memulai pembelajaran. ☞ Guru dapat memulai dengan menanyakan kabar peserta didik ☞ Pastikan peserta didik mampu merespon pertanyaan dari guru ☞ Guru melakukan pengecekan kehadiran siswa. 	10 menit
Inti	<ul style="list-style-type: none"> ☞ Guru menjelaskan pengertian drama. ☞ Guru membagi siswa dalam lima kelompok masing-masing 6-7 siswa perkelompok. ☞ Guru memberikan teks drama untuk masing-masing kelompok dan mendiskusikannya. ☞ Masing-masing kelompok maju kedepan kelas untuk mengimplementasikan teks drama yang sudah di bagi. 	60 menit
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah 	12 menit

	<p>memahami topik yang dibahas.</p> <ul style="list-style-type: none"> ☞ Guru menjelaskan manfaat dari mendeskripsikan sesuatu. ☞ Guru dan murid bersama-sama menutup pelajaran dengan berdoa. 	
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H. PENILAIAN HASIL PEMBELAJARAN

Teknik test : Lisan

Instrument : Describe pictures and make a sentence with good sentence!

1. Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronunciation)	
4	Pemahaman (Understanding)	

a. Kosa Kata (Vocabulary)

5= sempurna

4= Ada kesalahan tetapi tidak mengganggu makna

3= Ada kesalahan dan mengganggu makna

2= Banyak kesalahan dan mengganggu makna

1= Terlalu banyak kesalahan sehingga sulit dipahami

b. Ketepatan

c. Pengucapan

d. Pemahaman

2. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Rasa Hormat (Respect)	
2	Peduli (Care)	
3	Berani (Brave)	
4	PercayaDiri (Confidence)	
5	InginTahu (Curiosity)	

a. Rasa Hormat

5= Selalu menunjukkan sikap rasa hormat

4= Pernah menunjukkan sikap tidak hormat

3= Beberapa kali menunjukkan sikap tidak hormat

2= Sering menunjukkan sikap tidak hormat

1= Sangat sering menunjukkan tidak hormat

b. Peduli

c. Berani

d. Percayadiri

e. InginTahu

3. Penilaian Dari Segi Tingkah Laku

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Melakukan Tindakan Komunikasi (Communicative Action)	
2	Kerja Sama (Team Work)	

a. Melakukan tindak komunikasi yang tepat (Communicative Action)

5= Selalu melakukan kegiatan komunikasi yang tepat

4= Sering melakukan kegiatan komunikasi yang tepat

3= Beberapa kali melakukan kegiatan komunikasi yang tepat

2= Pernah melakukan kegiatan komunikasi yang tepat

1= Tidak pernah melakukan kegiatan komunikasi yang tepat

b. Kerja sama (Team work)

5= Selalu kerja sama

4= Sering kerja sama

3= Beberapa kali melakukan kerja sama

2= Pernah melakukan kerja sama

1= Tidak pernah melakukan kerja sama

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan Pendidikan : MAN 2 OKI
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X
Topik : Drama
Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianut nya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan keja di tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	Menggunakan tata bahasa yang benar dalam ungkapan. Mengucapkan kata dengan benar. Mengucapkan kalimat dengan intonasi yang benar.
Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur yang benar dan sesuai konteks	Menentukan fungsi sosial teks dan mengidentifikasi struktur teks

C. TUJUAN PEMBELAJARAN

1. Menginterpretasikan drama (tradisional dan modern) yang telah di pelajari.
2. Menyajikan drama dalam bentuk pentas di dalam kelas.

D. MATERI PEMBELAJARAN

Mengimplementasikan teks drama dalam bentuk penampilan atau pementasan.

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 lovefor me like?"

Eldes princes : Sweet father, it is like sugar!

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

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

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

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

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

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

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

Prince : Stop talking nonsense! Don't you look her condition, she is only silly girl. Hi.... answer me, please.

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

Banishing by my father because of my words, I said that my love for him is like salt. The king banished me without listening to 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 a 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 : Berindung, menyelamatkan diri, berdiam

Throw off : Membuang, mencopot, melepas

Certain : convinced/ sure

Affection : cinta, sayang

E. MODEL/METODE PEMBELAJARAN

Pendekatan : Metode ilmiah (scientific approach)

Strategi : Pengamatan, pemodelan, mengumpulkan informasi, penalaran, mempraktikkan.

F. MEDIA PEMBELAJARAN

1. White Boar
2. Worksheet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris ☞ Guru dan murid berdo'a bersama-sama sebelum memulai pembelajaran. ☞ Guru dapat memulai dengan menanyakan kabar peserta didik ☞ Pastikan peserta didik mampu merespon pertanyaan dari guru ☞ Guru melakukan pengecekan kehadiran siswa. 	10 menit
Inti	<ul style="list-style-type: none"> ☞ Guru menjelaskan pengertian dan tujuan dalam mendeskripsikan sesuatu. ☞ Guru menyebutkan sifat-sifat atau keterangan contoh untuk mendeskripsikan sesuatu. ☞ Guru membagi siswa dalam delapan kelompok masing-masing 3-4 siswa perkelompok. ☞ Guru memberikan gambar berupa 	60 menit

	<p>gambar binatang, orang dan benda untuk siswa deskripsikan. (setiap siswa harus bekerja sama dengan adil).</p> <ul style="list-style-type: none"> ☞ Masing-masing kelompok menyebutkan vocabulary atau sifat-sifat sesuai dengan gambar dan menuliskannya di papantulis. ☞ Setiap kelompok membuat kalimat atau paragraf dan presentasikan di depan kelas. ☞ Setelah kelompok mempresentasikan, guru memberikan feedback kepada siswa. 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Guru menjelaskan manfaat dari mendeskripsikan sesuatu. ☞ Guru dan murid bersama-sama menutup pelajaran dengan berdoa. 	13 enit

H. PENILAIAN HASIL PEMBELAJARAN

Teknik test : Lisan

Instrument : Perform with your group in front of class.

1. Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronunciation)	
4	Pemahaman (Understanding)	

a. Kosa Kata (Vocabulary)

5= sempurna

- 4= Ada kesalahan tetapi tidak mengganggu makna
- 3= Ada kesalahan dan mengganggu makna
- 2= Banyak kesalahan dan mengganggu makna
- 1= Terlalu banyak kesalahan sehingga sulit dipahami

- b. Ketepatan
- c. Pengucapan
- d. Pemahaman

2. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Rasa Hormat (Respect)	
2	Peduli (Care)	
3	Berani (Brave)	
4	PercayaDiri (Confidence)	
5	InginTahu (Curiosity)	

- a. Rasa Hormat
 - 5= Selalu menunjukkan sikap rasa hormat
 - 4= Pernah menunjukkan sikap tidak hormat
 - 3= Beberapa kali menunjukkan sikap tidak hormat
 - 2= Sering menunjukkan sikap tidak hormat
 - 1= Sangat sering menunjukkan tidak hormat
- b. Peduli
- c. Berani
- d. Percayadiri
- e. InginTahu

3. Penilaian Dari Segi Tingkah Laku

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

No	Aspek yang Dinilai	Nilai
1	Melakukan Tindakan Komunikasi (Communicative Action)	
2	Kerja Sama (Team Work)	

a. Melakukan tindak komunikasi yang tepat (Communicative Action)

5= Selalu melakukan kegiatan komunikasi yang tepat

4= Sering melakukan kegiatan komunikasi yang tepat

3= Beberapa kali melakukan kegiatan komunikasi yang tepat

2= Pernah melakukan kegiatan komunikasi yang tepat

1= Tidak pernah melakukan kegiatan komunikasi yang tepat

b. Kerja sama (Team work)

5= Selalu kerja sama

4= Sering kerja sama

3= Beberapa kali melakukan kerja sama

2= Pernah melakukan kerja sama

1= Tidak pernah melakukan kerja sama

PRE-TEST OF STUDENTS' SPEAKING ABILITY

Direction:

Perform in front of class orally.

QUESTIONS:

Deliver free speech!

1. Introduce yourself!
2. Tell me please about your family or your best friends!

POST TEST 1 OF STUDENT SPEAKING ABILITY

Direction:

1. Introduce yourself!
2. Every students tell or shared his best experience in front of class (necessary limitation of the time).

POST TEST 2 OF STUDENT SPEAKING ABILITY

Direction:

Make a plan for your future and then twll what you want to do!

Assalamu Alaikum Warahmatullahi Wabarakatuh

My name is (YOUR NAME)

I am student of MAN 2 OKI.

Today I am going to tell about (YOUR TOPIC)

.....

.....

.....

.....

Table
Speaking Assessment Rubric

SPEAKING ASSESSMENT RUBRIC		
Aspect	Score	Description
Pronunciation	1	Serious pronunciation problems so can't understand
	2	Hard to understand because there are pronunciation problems, often asked to repeat
	3	There are pronunciation problems that make listeners must be fully concentrated and sometimes there is misunderstanding
	4	Easy to understand even with a certain accent
Vocabulary	1	Vocabulary is very limited
	2	Using vocabulary incorrectly and vocabulary limited and difficult to understand
	3	Often uses inappropriate vocabulary, conversation becomes limited due to limited vocabulary say
	4	Sometimes using the wrong vocabulary appropriate
Fluency	1	Speech is disjointed and stops resulting in a conversation impossible to happen
	2	Often hesitates and stops because of limitations language
	3	Smoothness is somewhat disturbed by problems language
	4	Smoothness seems slightly compromised by issues language
Grammar	1	Grammatical errors so severe that they are difficult to correct understood
	2	Lots of grammatical errors get in the way meaning and often rearrange sentences
	3	Often makes grammatical errors affect meaning
	4	Occasionally makes grammar mistakes but does not affect meaning

TABLE
Student's Pre-Test Score from the Teacher

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ASM	2	2	2	1	9	44	Failed
2	AHB	1	1	2	2	6	37	Failed
3	ATS	2	2	2	2	8	50	Failed
4	AP	1	2	2	2	7	44	Failed
5	DO	1	1	1	2	5	31	Failed
6	EWN	3	3	3	3	12	75	Passed
7	FDA	3	2	2	2	9	56	Failed
8	HI	2	3	3	2	10	62	Failed
9	IDJ	2	3	3	3	11	69	Failed
10	LA	1	2	3	2	8	50	Failed
11	LN	2	1	2	2	7	44	Failed
12	LP	1	1	1	1	4	25	Failed
13	LAR	1	1	2	1	5	31	Failed
14	MBP	3	3	3	3	12	75	Passed
15	MS	3	3	2	2	10	62	Failed
16	MRA	2	2	1	2	7	44	Failed
17	NSR	1	1	2	1	5	31	Failed
18	NAR	2	1	2	2	7	44	Failed
19	NA	2	2	2	1	7	44	Failed
20	ONR	3	2	2	2	9	56	Failed
21	P	3	3	3	3	12	75	Passed
22	PMS	2	3	2	2	9	44	Failed
23	RRP	3	3	3	2	11	69	Failed
24	SPR	3	3	3	3	12	69	Passed
25	SM	3	2	2	2	9	56	Failed
26	SDA	2	2	3	2	9	56	Failed
27	TAH	1	1	2	1	5	31	Failed
28	UNA	2	2	1	2	7	44	Failed
29	W	1	2	2	2	7	44	Failed
30	ZA	2	2	1	2	9	44	Failed
		Total of all student's grade					1496	
		Total all of the students (n)					30	
		The highest grade					75	
		The lowest grade					25	
		Average					50	

TABLE
Student's Pre-Test Score from the Researcher

N o	Name	P	V	F	G	Total Point	Total Grade	Category	
1	ASM	2	2	3	2	9	56	Failed	
2	AHB	1	2	2	2	7	44	Failed	
3	ATS	2	2	2	2	8	50	Failed	
4	AP	2	2	2	1	7	44	Failed	
5	DO	2	2	1	2	7	44	Failed	
6	EWN	3	3	3	3	12	75	Passed	
7	FDA	3	3	2	2	10	62	Failed	
8	HI	3	3	3	3	12	75	Passed	
9	IDJ	3	3	3	3	12	75	Passed	
10	LA	1	2	3	2	8	50	Failed	
11	LN	2	1	2	2	7	44	Failed	
12	LP	1	1	1	2	5	31	Failed	
13	LAR	1	1	2	1	5	31	Failed	
14	MBP	3	3	3	3	12	75	Passed	
15	MS	3	3	2	2	10	62	Failed	
16	MRA	2	2	1	2	7	44	Failed	
17	NSR	1	1	2	1	5	31	Failed	
18	NAR	2	1	2	2	7	44	Failed	
19	NA	2	2	2	1	7	44	Failed	
20	ONR	3	2	1	3	9	56	Failed	
21	P	3	2	3	3	11	69	Failed	
22	PMS	3	3	1	2	9	56	Failed	
23	RRP	3	3	3	2	11	69	Failed	
24	SPR	3	2	3	3	11	69	Failed	
25	SM	3	2	1	3	9	56	Failed	
26	SDA	2	2	3	2	9	56	Failed	
27	TAH	1	1	2	1	5	31	Failed	
28	UNA	2	2	1	2	7	44	Failed	
29	W	1	2	2	2	7	44	Failed	
30	ZA	3	2	1	3	9	56	Failed	
		Total of all student's grade					1587		
		Total all of the students (n)					30		
		The highest grade					75		
		The lowest grade					31		
		Average					53		

Table
The Student's Speaking Score of Post Test 1
From the Teacher

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ASM	3	2	2	2	9	56	Failed
2	AHB	3	2	2	2	9	56	Failed
3	ATS	2	3	2	1	8	50	Failed
4	AP	2	2	2	2	8	50	Failed
5	DO	3	3	3	1	10	62	Failed
6	EWN	3	3	3	3	12	75	Passed
7	FDA	3	3	3	3	12	75	Passed
8	HI	3	3	3	3	12	75	Passed
9	IDJ	3	3	3	3	12	75	Passed
10	LA	3	3	3	3	12	75	Passed
11	LN	2	2	2	2	8	50	Failed
12	LP	3	2	3	2	10	62	Failed
13	LAR	1	1	3	2	7	44	Failed
14	MBP	2	1	3	1	7	44	Failed
15	MS	3	3	3	3	12	75	Passed
16	MRA	3	3	3	3	12	75	Passed
17	NSR	3	3	3	3	12	75	Passed
18	NAR	2	2	2	1	7	44	Failed
19	NA	2	2	3	2	9	56	Failed
20	ONR	2	2	2	2	8	50	Failed
21	P	3	3	3	3	12	75	Passed
22	PMS	3	3	3	3	12	75	Passed
23	RRP	3	2	4	3	12	75	Passed
24	SPR	3	3	3	3	12	75	Passed
25	SM	3	2	3	2	10	62	Failed
26	SDA	2	2	3	3	10	62	Failed
27	TAH	2	2	2	2	8	50	Failed
28	UNA	2	2	3	2	9	56	Failed
29	W	2	3	2	2	9	56	Failed
30	ZA	3	2	4	3	11	75	Passed
Total of all students' grade							1859	
Total all of the students (n)							30	
The highest grade							75	
The lowest grade							44	
Average							62	

TABLE
The Student's Speaking Score of Post Test 1
From the Researcher

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ASM	3	2	3	2	10	62	Failed
2	AHB	3	2	2	3	10	62	Failed
3	ATS	3	3	2	2	10	62	Failed
4	AP	2	2	2	3	9	56	Failed
5	DO	3	3	2	3	11	69	Failed
6	EWN	4	3	3	3	13	81	Passed
7	FDA	4	2	3	3	12	75	Passed
8	HI	3	4	3	3	13	81	Passed
9	IDJ	3	2	3	4	12	75	Passed
10	LA	3	2	2	2	10	62	Failed
11	LN	3	2	3	2	10	62	Failed
12	LP	1	1	3	2	7	44	Failed
13	LAR	2	1	3	1	7	44	Failed
14	MBP	4	3	3	3	13	81	Passed
15	MS	3	3	4	3	13	81	Passed
16	MRA	3	3	3	3	12	75	Passed
17	NSR	2	1	3	1	7	44	Failed
18	NAR	2	2	2	2	8	50	Failed
19	NA	2	2	2	2	8	50	Failed
20	ONR	3	3	2	3	11	69	Failed
21	P	3	3	3	3	12	75	Passed
22	PMS	3	3	3	3	12	75	Passed
23	RRP	2	2	4	4	12	75	Passed
24	SPR	3	3	3	3	12	75	Passed
25	SM	4	1	3	2	10	62	Failed
26	SDA	2	2	3	3	10	62	Failed
27	TAH	2	1	2	2	7	44	Failed
28	UNA	2	2	3	3	10	62	Failed
29	W	2	3	2	2	9	56	Failed
30	ZA	2	2	4	3	11	69	Failed
Total of all student's grade							1940	
Total all of the students(n)							30	
The highest grade							81	
The lowest grade							44	
Average							65	

Table
The Student's Speaking Score of Post Test 2
From the Teacher

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ASM	3	2	3	3	11	69	Failed
2	AHB	3	3	3	3	12	75	Passed
3	ATS	3	3	3	3	12	75	Passed
4	AP	3	3	3	3	12	75	Passed
5	DO	4	3	3	3	13	81	Passed
6	EWN	4	4	3	3	14	87	Passed
7	FDA	4	2	3	3	12	75	Passed
8	HI	3	4	4	3	14	87	Passed
9	IDJ	3	3	3	3	12	75	Passed
10	LA	3	2	2	3	10	62	Failed
11	LN	4	3	3	4	14	87	Passed
12	LP	2	3	3	3	11	68	Failed
13	LAR	3	2	3	3	11	68	Failed
14	MBP	4	3	3	4	14	87	Passed
15	MS	3	3	4	3	13	81	Passed
16	MRA	3	4	4	3	14	87	Passed
17	NSR	2	2	3	3	10	62	Failed
18	NAR	3	2	3	3	11	68	Failed
19	NA	2	2	3	3	10	62	Failed
20	ONR	3	3	2	4	12	75	Passed
21	P	4	4	3	3	14	87	Passed
22	PMS	4	3	3	3	13	81	Passed
23	RRP	2	3	4	4	13	81	Passed
24	SPR	3	4	4	3	14	87	Passed
25	SM	4	1	3	3	11	68	Failed
26	SDA	4	2	3	3	12	75	Passed
27	TAH	3	3	2	3	11	68	Failed
28	UNA	3	2	3	4	12	75	Passed
29	W	3	3	3	4	13	81	Passed
30	ZA	2	3	4	3	12	75	Passed
Total of all students' grade							2289	
Total all of the students (n)							30	
The highest grade							87	
The lowest grade							62	
Average							76	

TABLE
The Student's Speaking Score of Post Test 2
From the Researcher

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	ASM	3	2	3	4	12	75	Passed
2	AHB	3	2	3	4	12	75	Passed
3	ATS	3	3	2	4	12	75	Passed
4	AP	3	3	3	3	12	75	Passed
5	DO	4	3	3	3	13	81	Passed
6	EWN	4	3	3	4	14	87	Passed
7	FDA	4	2	3	3	12	75	Passed
8	HI	3	4	4	3	14	87	Passed
9	IDJ	3	3	4	4	14	87	Passed
10	LA	3	2	2	3	10	62	Failed
11	LN	4	3	3	4	14	87	Passed
12	LP	2	3	3	3	11	68	Failed
13	LAR	3	2	3	3	11	68	Failed
14	MBP	4	3	3	4	14	87	Passed
15	MS	3	3	4	4	14	87	Passed
16	MRA	3	4	4	3	14	87	Passed
17	NSR	2	2	3	3	10	62	Failed
18	NAR	3	2	3	3	11	68	Failed
19	NA	2	2	3	3	10	62	Failed
20	ONR	3	3	2	4	12	75	Passed
21	P	4	4	3	3	14	87	Passed
22	PMS	4	4	3	3	14	87	Passed
23	RRP	2	3	4	4	13	81	Passed
24	SPR	3	4	4	3	14	87	Passed
25	SM	4	1	3	3	11	68	Failed
26	SDA	4	2	3	3	12	75	Passed
27	TAH	3	3	2	3	11	68	Failed
28	UNA	3	2	3	4	12	75	Passed
29	W	3	3	3	4	13	81	Passed
30	ZA	2	3	4	3	12	75	Passed
		Total of all students' grade					2314	
		Total all of the students (n)					30	
		The highest grade					87	
		The lowest grade					62	
		Average					77	

OBSERVATION SHEET OF STUDENT'S ACTIVITIES IN CYCLE 1

Day/Date :

School : MAN 2 OKI

Class : X

No.	Name	Student's Activities				Total
		1	2	3	4	
1.	Aan Syga Mustafa	✓	-	-	✓	2
2.	Abu Hasan Bustami	-	✓	✓	-	2
3.	Aun Arianda Saputra	-	-	-	✓	1
4.	Aza Pratama	✓	✓	✓	✓	4
5.	Delma Ottaviana	-	-	✓	✓	2
6.	Erma Wafiq Nurani	✓	-	-	✓	2
7.	Fennita Dewi Agustina	✓	✓	✓	✓	4
8.	Houic Irubangzah	✓	-	✓	-	2
9.	Intan Dwi Jonata	-	✓	-	-	1
10.	Ika Agustina	✓	-	-	✓	2
11.	Lina Rebraspita	-	✓	✓	-	2
12.	Lisma Adha Riani	✓	-	✓	-	2
13.	Mario Bintang Ramonster	-	✓	-	✓	2
14.	Mari Septiana	✓	-	-	✓	2
15.	Moh. Puandita Almarayu	✓	-	-	✓	2
16.	Najwa Sabira Rizka	-	✓	✓	-	2
17.	Naza Ananda Raza	-	-	-	✓	1
18.	Nungga Astari	✓	✓	✓	✓	4
19.	Ottaviani Astari	-	-	✓	-	1
20.	Purwati	✓	-	-	✓	2
21.	Putri Micaelisy Salsi	✓	✓	✓	✓	4
22.	Pommy Reza Pahlevi	✓	-	✓	-	2
23.	Shawyla Putri Ramadhani	-	✓	-	-	1
24.	Sifa Maulana	✓	-	-	✓	2
25.	Shavina Desi Ananti	✓	✓	✓	-	3
26.	Shany AL- Hafidh	✓	-	✓	-	2
27.	Uatsha Ngwa Amira	-	✓	-	✓	2
28.	wydyg	✓	-	✓	✓	3
29.	Zahroty Asta	✓	-	-	✓	2
30.	Reegya Ayu Felferamadhani	-	✓	✓	-	2
Total		18	13	16	18	63
Percentage (%)		60%	43,9%	53,3%	60%	52,5%

OBSERVATION SHEET OF STUDENT'S ACTIVITIES IN CYCLE 2

Day/Date :

School : MAN 2 OKI

Class : X

No.	Name	Student's Activities				Total
		1	2	3	4	
1.	Aan Surya Mustika	✓	✓	✓	✓	4
2.	Abu Hasan Bustoni	-	✓	✓	-	2
3.	Awin Trianda Saputra	✓	✓	-	✓	3
4.	Aziz Pratama	✓	✓	✓	✓	4
5.	Delma Oktaviana	-	✓	✓	✓	3
6.	Erina Wafiq Nurzini	✓	-	✓	✓	3
7.	Fenneta Dewi Agustina	✓	✓	✓	✓	4
8.	Holmiil Irmangyah	✓	✓	✓	-	3
9.	Intan Dwi Janata	-	✓	-	✓	2
10.	Lia Agustina	✓	✓	✓	✓	4
11.	Lina Pebusaputri	✓	✓	✓	-	3
12.	Lisma Adha Fiani	✓	-	-	-	1
13.	Mario Bintang Panungkas	-	✓	-	✓	2
14.	Meli Septiana	✓	✓	✓	✓	4
15.	Moh. Puandita Abimanyu	✓	✓	-	✓	3
16.	Najwa Sabila Rizka	✓	✓	✓	-	3
17.	Nega Arianda Ressa	✓	✓	-	✓	3
18.	Nurdy Astarti	✓	✓	✓	✓	4
19.	Oktavian Nurul Ramadhon	-	-	✓	✓	2
20.	Purwati	✓	✓	-	✓	3
21.	Purfi Milanisty Salsi	✓	✓	✓	✓	4
22.	Romy Reza Rahuevi	✓	-	✓	-	2
23.	Sheryta Putri Ramadhani	✓	✓	✓	-	3
24.	Sifa Maulina	✓	✓	-	✓	3
25.	Shalvina Desi Ariyanti	-	✓	✓	✓	3
26.	Tsany Al-Hafidh	✓	-	✓	✓	3
27.	Ustaisya Najwa Amira	-	✓	-	✓	2
28.	Wytia	✓	-	✓	✓	3
29.	Zahroty ASYIFA	✓	✓	✓	✓	4
30.	Kaysya Ayo Fitriarahmadani	✓	-	✓	✓	3
Total		26	15	17	22	90
Percentage (%)		86,6%	50%	56,6%	73,3%	75%



**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-3100/In.28/J/TL.01/07/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MAN 2 OKI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **HAYYU LATIFAH NURHIDAYAH**
NPM : 1801072016
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE USE OF DRAMA TECHNIQUE TO IMPROVE
SPEAKING ABILITY OF THE FIRST GRADE
STUDENTS OF MAN 2OKI**

untuk melakukan prasurvey di MAN 2 OKI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juli 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 KANTOR KEMENTERIAN AGAMA KABUPATEN OGAN KOMERING ILIR
 MADRASAH ALIYAH NEGERI 2 OGAN KOMERING ILIR
 Jalan Lintas Timur KM 168 Blok G Desa Surya Adi Kec. Mesuji 30681
 E-mail : manmesuji@kemenag.go.id. Website: www.sumsel.kemenag.go.id

Nomor : B-482/Ma.06.01.02/PP.00.06/11/2021
 Hal : Izin Prasurvey

Kepada : Yth. Bapak
 Ketua Jurusan
 IAIN Metro
 Fakultas Tarbiyah dan
 Ilmu Keguruan

Menindaklanjuti Surat dari Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-3100/In.28/J/Tl.01/10/2021 perihal Izin Prasurvey. Maka dengan ini kami memberikan izin Kepada Mahasiswa Bapak :

Nama : Hayyu Latifah Nurhidayah
 NPM : 1801072016
 Semester : VII (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : The Use Of Drama Technique To Improve Speaking Ability Of The First Grade Students Of MAN 2 OKI

Untuk menjalankan Izin Prasurvey dalam Lingkungan Madrasah Aliyah Negeri (MAN) 2 OKI guna mengaplikasikan ilmu pengetahuan dan keterampilan yang dimiliki oleh mahasiswa tersebut.

Demikian atas perhatiannya diucapkan terima kasih.



Mesuji, 03 November 2021
 Kepala Madrasah

Myati, M.Si
 NIP. 196602042005012004



**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
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Nomor : B-0051/In.28/D.1/TL.00/01/2023
Lampiran :-
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MAN 2 OKI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0050/In.28/D.1/TL.01/01/2023, tanggal 03 Januari 2023 atas nama saudara:

Nama : HAYYU LATIFAH NURHIDAYAH
NPM : 1801072016
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 2 OKI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE DRAMA TECHNIQUE TO IMPROVE SPEAKING ABILITY OF FIRST GRADE STUDENTS OF MAN 2 OKI".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Januari 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 KANTOR KEMENTERIAN AGAMA KABUPATEN OGAN KOMERING ILIR
 MADRASAH ALIYAH NEGERI 2 OGAN KOMERING ILIR
 Jalan Lintas Timur KM 168 Blok G Desa Surya Adi Kec. Mesuji 30681
 E-mail : manmesuji@kemenag.go.id. Website: www.sumsel.kemenag.go.id

Nomor : B-016/Ma.06.01.02/PP.00.06/01/2023
 Hal : izin research

Kepada : Yth. Bapak
 Ketua Jurusan
 IAIN Metro
 Fakultas Tarbiyah dan
 Ilmu Keguruan

Menindaklanjuti Surat dari Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-0050/In.28/D.1/TL.01/10/2023 perihal Izin Research. Maka dengan ini kami memberikan izin Kepada Mahasiswa Bapak :

Nama : Hayyu Latifah Nurhidayah
 NPM : 1801072016
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris
 Judul : The Use Of Drama Technique To Improve Speaking Ability Of The First Grade Students Of MAN 2 OKI

Untuk menjalankan Izin Research dalam Lingkungan Madrasah Aliyah Negeri (MAN) 2 OKI guna mengaplikasikan ilmu pengetahuan dan keterampilan yang dimiliki oleh mahasiswa tersebut.

Demikian atas perhatiannya diucapkan terima kasih.

Mesuji, 10 Januari 2023
 Kepala Madrasah



Dra. Yulyati, M.Si
 NIP. 196602042005012004



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

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SURAT TUGAS

Nomor: B-0050/In.28/D.1/TL.01/01/2023

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

Nama : **HAYYU LATIFAH NURHIDAYAH**
NPM : 1801072016
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 2 OKI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE DRAMA TECHNIQUE TO IMPROVE SPEAKING ABILITY OF FIRST GRADE STUDENTS OF MAN 2 OKI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 03 Januari 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



Mengetahui,
Pejabat Setempat

[Handwritten signature]



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Nomor : B-6168/In.28.1/J/TL.00/12/2022
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Andianto (Pembimbing 1)
 Andianto (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **HAYYU LATIFAH NURHIDAYAH**
 NPM : 1801072016
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : THE USE OF DRAMA TECHNIQUE TO IMPROVE SPEAKING ABILITY OF FIRST GRADE STUDENTS OF MAN 2 OKI

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, 30 Desember 2022
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004



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

Nama : Hayyu Latifah Nurhidayah
 NPM : 1801072016

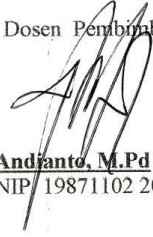
Jurusan : TBI
 Semester : VII/2021

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at / 24-12-2021	✓	- Revisi Chapter I. - que / describe the study problem	
2.	Rabu / 18-05-2022	✓	Revisi All Complete 1000 Lembar	

Mengetahui
 Ketua Jurusan TBI


Andianto, M.Pd
 NIP/19871102 201503 1 004

Dosen Pembimbing,


Andianto, M.Pd
 NIP/19871102 201503 1 004



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

Nama : Hayyu Latifah Nurhidayah Prodi : TBI
 NPM : 1801072016 Semester : IX

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	08-12-2022		Bimbingan ARd, Perbaiki pre-test, dan Menambahkan instrumen Penilaian.	
2.	Rabu 14/12/2022		Bimbingan ARd, Revisi RPP, Syabus	
3.			Complete environment.	
4.	Rabu 21/12/2022		Are Research	

Mengetahui,
 Ketua Prodi TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Andianto, M.Pd
 NIP. 19871102 201503 1 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Hayyu Latifah Nurhidayah
 NPM : 1801072016

Prodi : TBI
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	06/2023 /6		Prepare all document & all of document of the module	
2	12/2023 /6		Review all score Prodi Expecan Assess Prodi ..	
3.	09/2023 /6		Complete all of part of undergraduate Thesis	

Mengetahui,
Ketua Prodi TBI


Andianto, M.Pd

IP. 19871102 201503 1 004

Dosen Pembimbing,


Andianto, M.Pd

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

Nama : Hayyu Latifah Nurhidayah
 NPM : 1801072016


Prodi : TBI
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	20/2023 /06		Revisi penulisan, tabel Pindah ke APD Ace Mungga	
6.	21/2023 /06			

Mengetahui,
 Ketua Prodi TBI


Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,


Andianto, M.Pd
 NIP. 19871102 201503 1 004



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Website: www.metrouniv.ac.id E-mail: iainmetro@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 : Hayyu Latifah Nurhidayah
NPM : 18010702016
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2023

Ketua Jurusan TBI

Andianto, M.Pd.

NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-/In.28/S/U.1/OT.01/06/2023**

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

Nama : Hayyu Latifah Nurhidayah
NPM : 1801072016
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072016

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, 21 Juni 2023
Kepala Perpustakaan



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

THE USE OF DRAMA TECHNIQUE TO IMPROVE SPEAKING ABILITY OF THE FIRST GRADE STUDENTS OF MAN 2 OKI

by Hayyu Latifah Nuhidayah 1801072016

Submission date: 21-Jun-2023 05:24PM (UTC+0700)

Submission ID: 2120255708

File name: 163_HAYYU.docx (1.78M)

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CURRICULUM VITAE



The writer'S name is Hayyu Altifah Nurhidayah. This writer is the first child of Mr. Mashudi and Mrs.Suprihatin. The writer was born in Banjar Agung, October 10th 2000. The writer completed kindergarten at TK PGRI Suryadi OKI, Elementary School (SD) at SD Negeri 2 Suryadi OKI, graduated in 2012. Continuing to the at Mts Miftahul Huda Tugu Agung, graduated in 2015. Continuing to high school at MAN 2 O KI and graduating in 2018. Then the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (PBI).