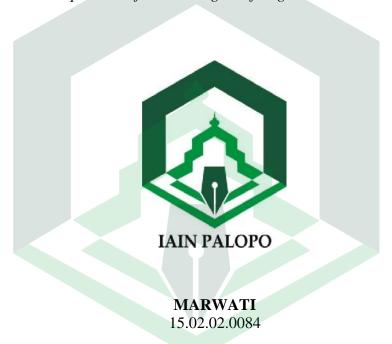
IMPROVING STUDENTS' SPEAKING SKILL THROUGH DRAMA AT THE EIGHTH GRADE OF SMPN 9 PALOPO

A Thesis

Submitted to the English Language Study Program of S1 Tarbiyah and Teachers Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree of English Education



IAIN PALOPO

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020

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Supervised By:

Dr. Masruddin, S.S., M.Hum.
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ENGLISH STUDY PROGRAM TARBIYAH AND TEACHERS TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2020

THESIS APPROVAL

This thesis, entitled "Improving Students Speaking Skill Through Drama At The Grade of SMPN 9 Palopo" written by Marwati, Reg. Number 15 0202 0084, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, July 9th 2020 M. coincided with Dzul-qa'idah 18th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

> Palopo, july 9th, 2020 M Dzul-ga'idah 18th 1441 H

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IAIN PALO Palopo, 9 july 2020

The Researcher

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ABSTRACT

Marwati, 2020. Improving Students' Speaking Skill Through Drama at the Eighth Grade of SMPN 9 Palopo. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies Palopo. Under the supervisors by. Masruddin and Syamsudarni

This thesis is about using drama techniques to improve students' speaking skills in grade VIII students of SMPN 9 Palopo. Statement of the problem from this thesis: Is the use of Drama techniques effective in improving students' speaking skills in eighth grade at SMPN 9 Palopo.

This study uses quasi-experimental. This research was conducted in two classes, the experimental class and the control class. The population of this research is VIII grade students of SMPN 9 Palopo. The total population were 60 students. The research sample is class VIII / 6 consisting of 30 students as the experimental class and class VIII / 1 consisting of 30 students as the control class. The sampling technique in this study was purposive sampling. The research instrument is a speaking test. This research provides pretest and posttest to students. Data were analyzed using SPSS 20.

The results of this study indicate that the use of Drama is effective for improving students' speaking skills. It can be seen from the calculation results that the scores of students in the experimental class are higher than the scores of students in the control class. Based on data analysis in the experimental class, the post-test average score is higher than the pre-test average score (10,5300> 7.5700). While in the control class, the posttest average score was also higher than the pretest average score (8.5300> 5.6700). Based on the analysis of the data it can be concluded that the teaching skills of speaking using effective drama techniques at SMPN 9 Palopo. It can be proven that the scores of students in the experimental class are higher than students in the control class.

Key words: Drama, Improving, Speaking, teaching English in SMPN 9 Palopo.

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CHAPTER I

INTRODUCTION

A. Background

Language is an important aspect of human interaction. with language (oral language, written and sing) the person will conduct a communication and social contract. It is also seen as a mirror of one's personality as interpreted as reflecting a senses of language, thought and behavior. Sumarsono and partan says that language is often considered as a social product or cultural product, which contain social aspirations, activities, people's behavior, and disclosure culture including technology that created by language user community.¹

Speaking skill is a language skills that is developed in child life, which is produced by listening skills, and at that period speaking skills is learned. Speaking also is one way to communicate which ideas and though a message orally. That is why speaking is very important. The learner of a language should have good skills in the language. Epecially to avoid a possible misunderstanding in communication. In learning language, the learner of the language may use different ways to develop their speaking ability for example, debate, speech, and discussion.

In English subjects, there are many skills that students should be learned to master the four basics of language, the skills are: listening, speaking, reading, and writing. Besides the four skills, they also have to master grammar properly.

¹ http://www.damandiri.or.id/file/nurlailaunairi.pdf.accessed on November 13, 2011

Based on my research from fre-survey dit no 14 may 2019 at *SMPN 9 Palopo* in class VIII 1 and VIII 6, the students were poor in english speaking skills. Some students did not aswer the questions from the resercher, and some of them did not say anything, the. The researcher concluded that they are poor in pronouncing their words, intonating their expressions, and they are lack of vocabulary. Therefore, the students answered the questions unclear. Actually, they have learned this lesson at their elementary school. Other cases, the students were shy in pronouncing the words because they are afraid to be laughed at by others.

English language teachers should also be able to play their role as facilitators for students in their attempt to acquire the spoken language. In the sense that English language teachers should facilitate students in learning the spoken language by giving many oral practices. The other ways are doing group discussion, conducting role-play, drama technique, and games These can reduce students' boredom and allow students to interact with others naturally and may create good competition among them.

The English teacher of *SMPN 9 Palopo* should apply the appropriate method and technique of teaching speaking. Therefore, to successful this method the teacher need a technique and one of them is by using drama technique. Why use drama? Because, it integrates verbal and non-verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning Drama.

Why drama is important because in studying drama students are able to be confident in doing everything. For example, speaking in public. The benefit of learning drama for students is to improve memory for students, help students with language skill and confidence, support character to give birth to their respective creative powers and eliminate shyness, nervousness, tension dan fear.

Based on the background above, the writer conducts as research entitled, improving students speaking skills trough "Drama" A method of the research at the eighth grade of *SMPN 9 Palopo*

B. Problem statement

Based on the background, the researcher would like to identifying the problem, as follows: Is the use of Drama effective to improve students speaking skills at *SMPN 9 Palopo?*

C. The Purpose of the Research

The purpose of the research is to improve students speaking skill by using drama technique at eight grade of SMPN 9 Palopo.

D. Significances of the study

The research is expected to give some benefits:

- 1. For the students, it would be an interesting technique to improve their speaking ability
- 2. For English teachers, it would be an opportunity to improve speaking skills through drama for the students and as one of the alternatives for teachers to perform the learning process in class using drama.
- 3. For future research, it can be used as reference. There fore, this research will be refered by another research.

E. Scope of The Research

The scope of the research focused on speaking and drama, there are three aspects of speaking, they are: fluency, accuracy, and comprehensibility. because the English speaking problem often comes up in this level. There are two reasons why using interactive drama is proposed at this research. First, drama makes the students work in heterogeneous teams. Second, the interactive drama gives opportunities to the students to practice their speaking. Therefore, the students will be more active in the teaching and learning process of speaking.

Because the researcher limits about asking suggestion and giving suggestions to the problem on improving students speaking skills though drama at *SMPN 9 Palopo*.



CHAPTER II

REVIEW ON RELATED LITERATURE

A. Previous of Research Researcher

They are few research who have conducted previous researchers aimed at the use of various techniques in teaching speaking are:

1. Suci Lestari(2018)"Developing students speaking through Drama performance of SMK Negeri 1 metro". The research was conducted to reveal the significant difference in students' speaking skill before and after the implementation of drama, to find out the aspects of speaking skill improve the most, and to reveal the aspects of drama performance improve the most.

This is a quasi-experimental research with one group pre-test post-test design. It applied drama performance on students' speaking skill. The samples, who were taken purposively, were 28 students of tenth grader. The instruments used in this study were speaking pretest and posttest in drama performance. The result of data analysis shows that H0 is rejected and Ha is accepted that there is difference of students' speaking skill before and after taught by drama and there is significant improvement between pretest of speaking and posttest of speaking. So, there was significant improvement after implementing the drama. In addition,

2. Rr. Ery Susilawati (2012- 2013)" Improving students speaking skill using Drama at the eleventh grade students of language class of MAN yogyakarta II in

²Suci Lestari. *Developing students speaking tharoug Drama perpormance of SMK negeri 1 metro*. 2018. Lampung : education faculty lampung university

the academic year of 2012- 2013". ³The researcher got the data by observing the teaching learning process during the implementation of the action. In collecting the data, interviews, observation and documentations were used as the techniques. The instrument of the research for collecting the data was a video recorder. In this study, the researcher conducted two cycles of actions. Based on the result of this study, the implementation of using drama in teaching and learning process can improve the students' speaking skills. Its cooperative and systematic learning structures motivate students to learn speaking, promote students' self-confidence in speaking practice and maximize students' interaction during the learning process. The students' speaking skill also increases after they tried to learn speaking through drama technique. They were more confident and enthusiastic in speaking practice. This implies that the implementation of drama technique gave positive effects to the improvement of students' performance and achievement in the speaking learning process.

3. Karatul Aini (2014) "Improving speaking ability of the third-year students at MTSN Model Makassar through educational Drama". The research used classroom action research (CAR). The model of action research design used in this research is developed by Kemmis and McTaggart. This research was conducted to the third year students of MTsN Model Makassar in academic year 2013/2014 which consisted of 30 students in class IX4. The instruments of this research were observation and test. The data analyzed through quantitative and

³Rr. Ery Susilawati. Improving students speaking skill using Drama at the eleventh grade students of language class of MAN YOGYAKARTA II in the academic year of . 2012- 2013. yogyakarta

⁴ Kuratul Aini. *Improving speaking ability of the third yeard students at third yeard stidents at MTSn model makassar tharough education Drama*. 2014: Makassar.

qualitative analysis. This research focused on the implementation of educational drama technique in improving students' speaking accuracy and fluency. The research was conducted in two cycles and each cycle was done in three meetings. The result of the research showed that the students' improvement from the first to the second cycle was improved highly. It was proved by the students' success obtained by the students through test of pre test, cycle 1 and cycle 2. Based on the finding and discussion of the research, the researcher drawn a conclusion that, educational drama technique improve the third year students' accuracy and fluency in speaking significantly. Because the research was successful, the writer suggests the teacher uses educational drama technique to teach speaking. It can make the students' interest and have good confidence when they want to sp

4. Ribkiah Yunita "improving students' speaking ability through short Drama". This research aims to improve the students' speaking ability through short drama. Based on the writer experience during teaching, the students find difficulty to get ideas and how to pronounce the dialogue of short drama. The methodology of this research is a classroom action research which consisted of 3 cycles. The research was conducted at SMP DIAN SEBADU in the academic year 2013/2014. The subject of this research was the eighth grade students. The number of participants in this research was 30 students. The result of this research has shown that the students' progress in improves speaking in each cycle. First cycle was 5.2 point (less than 70, not achieved). The second cycles was 6.2 point (less than 70, not achieved). The third cycle was 7.1 point (Achieved) which was higher than the

⁵ Ribkiah Yunita.improving students' speaking ability through short drama

KKM score. In conclusion, the use of short drama had a value in improving the students' speaking ability.

Aglisty Nia candra (2010/2011) "Improving students' english speaking skill by using Drama (A Classroom Action Research at the second grade of SMA Muhammadiyah 1 surakarta Academic Year)⁶. This research is conducted to know whether drama can improve students" speaking ability. It also aims to give general description about the implementation of drama in the classroom and about the things happening in the class when it is implemented. The objective of this research is determined after identifying the problems during pre-observation in class XI IPS 5 of SMA Muhammadiyah 1 Surakarta, interviewing the students and the English teacher of that class, and investigating the teacher about her note dealing with the students" score in daily evaluation especially speaking subject. The method used in this research is action research. The research is conducted in three cycles to the second grade students of SMA Muhammadiyah 1 Surakarta. The researcher teaches speaking English using drama technique. The research data are collected by using techniques of qualitative and quantitative data collection which include: observation, interview, documentation, pre-test and post-test. This classroom action research concerns with solving the problems by identifying them, planning, implementing, and observing the action, reflecting the result of the observation, and revising the plan for the following steps. The result of the research shows that drama can improve students" speaking ability. Besides, their test achievement during the research is better than their score in the teacher"s note

⁶Aqlisty Nia Candra. *Improving students' english speaking skill by using Drama of SMA Muhammadiyah 1 surakarta academic year.* 2010, surakarta: university of surakarta

before the actions are implemented. The students" mean score before the action is 45.05. It improves up to 54.67 in the first cycle, 66.10 in the second cycle, and improves again up to 75.81 in the third cycle.

B. Speaking

1. Definition of speaking

Speaking is one of the four language skills taught in the teaching of English. It can be seen as a complex skill that involves the knowledge of sounds, structures vocabularies and culture subsystems of language. It is also a means of communication. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts ⁷

Speaking is a skills, an interactive skill that require the ability to have cooperation with the other aspects of language. ⁸ Interaction speech is more fluid and unpredictable that transactional speech. ⁹ Speaking activities inside the classroom need to embody both interactional and transactional purpose since language and interactional settings. Speaking is an interactive process of constructing that involves producing and receiving and processing information. ¹⁰

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⁷Kayi, 2016. *Teacing Speaking*: Activeties to promete Speaking in second language.http://iteslj.org/Articles/kayi-TeachingSpeaking.ht ml retrieved on Dec 10th, 2009 at 1.22 am

⁸Thombury, S. 2005. *How to teach Speaking*. Harlow: Pearson Education Ltd.

⁹Nunan,david. 2003. Interaction speech is more fluid and unpredictable that trasactional speeach.

 $^{^{10}}$ Richard , 2002. Approachers and Methods in Language Teaching (2^{nd}). Camridge: University Press

2. Kinds of speaking

There are two kinds of speaking such as, competency and speaking performance.

a. Speaking Competency

Competency is having the ability, skill, and knowledge to do something. then through this basic definition, we also may conclude that speaking competency is the ability of someone to speak in combining their inclusive skill and how to delivered competence is what one knows.

b. Speaking Performance

Performance is the person's process or manner of a play. Therefore we may conclude that speaking performance is the way of one's manners in speaking with accessed their opinion with fluency and accuracy performance is what one does.¹¹

Find that in the students speaking skill¹² they were fairly fluent interaction with speak of 75-89 per minute with not fillers per 100 word. Accuracy is achieved to some extent by allowing the student to focus on the elements of grammar and discourse in their output.¹³ And Ricard (1990) Stated that "there are many reasons causing English learners poor in speaking skills".¹⁴

¹¹Bygate, Martin. 2000. Teaching and Researching Speaking. London: Longman.

¹²Rasyid ,Hapsa. J.Nur. 1999. find that the students speaking skill

¹³Brown ,2001. *Teaching by principles*: an Interactive Approach to language pedagogy. New york: pearson Education.

¹⁴Richard,1990: 233. Says that there are many reasons causing englis learner poor in speaking skill.

3. The Main Aspect of Assessing Speaking Skill

The main aspects of assessing speaking skill

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and searching. According to scott thornbury, fluency is the capacity to string long runs together, with appropriately placed pausing.

b. Accuracy

Accuracy is the ability to used target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown stated that "accuracy is achieved to some extent by allowing the students to focus on the elements of phonology grammar and this course in their output".

c. Comprehensibility

Comprehension is an exercise to improve one understands. According to scott thornbury, comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.¹⁵

4. Technique of Teaching Speaking

Harmer (in carigan.1990:13) writes that "when teaching speaking or producing skills", 16 there are three major stage, such as:

- a. Introducing new language
- b. Practice
- c. Communicative activities

¹⁵H. Douglas Brown, teaching by principle: An Interactive Approach to Language paedagogi. (Ed; SanFransisco: Addison Westley Long Man Inc. 200), p.268

¹⁶Harmer, J. 2001. The practice of english language teaching. London: Pearson Education Limited.

When introducing a new language, the teacher should find out the genre of the text, which is meaningful. In this stage, teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

- 1) By using song
- 2) Information gap by using picture
- 3) By using mysterious thing
- 4) By using photographs
- 5) Education drama which covers miming, role play, the empty chair, simulation.

5. Characteristics of Speaking

a. Clustering

Fluent speech is phrasal. Not word by word. Learners can organize their output both cognitively and physically (in-breath groups) through such clustering

b. Redundancy

The speaker this an opportunity to make meaning clearer through the redundancy of language. The learner can capitalize on this feature of spoken language.

c. Reduce forms

Contraction, elisions, reduce vowels, etc., all forms of a special problem in teaching spoken English.

d. Performance variable

On the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances hesitation, pauses, backtracking, and correction. Learners can be taught how to pause and hesitate.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency, in the rate of delivery. One of your tasks in teaching spoken English to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and intonation

The stress-timed rhythm of English and its intonation patterns convey important messages.

8) Interaction

As a note in the previous section, learning to produce haves of language in a vacuum-interlocutors-would speaking of its richest components the creativity of conversation negotiation.¹⁷

¹⁷H. Douglas Brown, *Teaching by Principle: An interactive to language pedagogy.* (New York: Longman, 2001), p. 270-271

6. The Importance of Speaking

Based on the explanation above, speaking is very important for the development of other language skills. For basic skills in the language is the main point to make communication to other people. Speaking is one of the four basic skills which are very important since we can't express our idea without the ability in speaking English. In the global area, many people used English as the media of communication and it makes people who come from countries to be easier in making interaction and communication as one of the international languages. ¹⁸ As stated by Bailey and Savage that "speaking in a second language or foreign language has often been viewed as the most demanding of the four skills".

Teaching speaking means to teach students to produce the English speech sounds and sounds patterns, to use word and sentence stress, intonation patterns, and the rhythm of the second language, to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, to organize their thought in a meaningful and logical sequence, to use language as a mean of expressing values and judgment, to use the language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is closely related to self-realization; much of the impression about people comes from the say and how they say it. For the reason, the teaching of speaking should be able to give a contribution to the improvement of student abilities.¹⁹

¹⁸Dedi Afrizal, *Improving Student' Speaking through Communicative Language Teaching Methode at MtsJa-alhaq, Sentot Ali Basa Boarding School of Bengkulu, Indonesia*, (State Institute of Islamic Studies (IAIn) Bengkulu, Indonesia 2012), p. 127

¹⁹Ratih Inayah, *Improving Students' Speaking Skill Through Story Telling Technique*, (STKIP SiliwangiBandung,ELTINJurnal,Vol 3/1, April 2015), p. 27-28

7. The Roles of Teacher in Speaking Class

Three have particular relevance if the teacher is trying to get students to speak fluently: ²⁰

- a. Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, the teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion or forcing students out of role it will stop the sense of frustration that some students feel when they come to a "deed end" of language or ideas.
- b. Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or role-play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
- c. Feedback provider: The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, the helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriate of the feedback the teacher gives in particulars situation.

²⁰Jeremy Harmer, op. cit, p. 348.

Drama

Definition of Drama

The use of interactive drama techniques in language teaching helps us to discover things about ourselves and our world by seeing them through other eyes. The purpose of drama is bringing real life into the classroom. It becomes a powerful teaching and learning tool with profound effects on the students cognitive, social, emotional, and physical development. The benefits of regular use of interactive drama techniques can merge into all school subjects and everyday life.

Drama is pedagogy that reaches multiple intelligences and different learning styles.²¹ It is a multi-sensory model of learning that engages the mind, body, senses, and emotions to create personal connections to the real world and helps to improve comprehension and retention. Drama is the literary form designed for the theater, ²² where actors take the roles of the characters, performs the indicated action, and utter the written dialogue. Drama is combine thought, language, and felling in range of energetic and creative ways, ²³ although there are recognizable practices in drama which students might acquire, reaching new understanding implies a creative and personal involvement with the work.

Drama education, at its most inclusive, invites students not only to engage with the dramatic narratives of others, but they can communicate with their own ideas. In drama intellectual and emotional involvement with the narrative of

 $^{^{21}}$ Anton procharzka,
2006. $Drama\ in\ Moderen\ Language\ Teaching\ Part\ 2.$ Frankfult : Wien.
 22 Nicholes Helen, 2000. $Teaching\ Drama\ 11\text{-}18ed.$ London :
 Continum .

²³ Abram, M. H. 1971. A Glosary of Literary Terms (3rded). New York: Holt, Rinehart and Winstom, Inc.

others is integral to the learning, wherein moral, political and cultural values are open, temporarily and contingently, to renegotiation and interpretation. In this context, making drama, as all drama teachers are well aware, involves a rather messy process of discussion, questioning, speculation, experimentation, and reflection. From this point of view, drama education is a living art form which students might 'understand something new 'about both their own lives and those of others.

2. Steps of Drama

There are four steps of teaching drama such as: consisting of working on drama script, drama production, drama rehearsal, and drama evaluation, each of which is detailed as follows:

a. Working on a drama script

The first steps involved the establishment of background knowledge concerning a play which student's were required to engage in. in order to make the interaction more meaningful to student's and facilitate context, who they ire interacting with, and why they were interacting with those people. students background knowledge of the play was established by means of class discussion of the play's characters, their relationship with other characters, or their problems.

b. Drama rehearsal

Drama rehearsal was designed to elicit student's physical and emotional engagement. In this step, student's were divided into groups or pairs, and they were assigned to play each character's role. Close monitoring and interruptions by the teacher require in this step in order to correct students pronunciation, to

engage in more rote recitation. Question was posed to strengthen students understanding and to guide how they should express the play's meaning.

c. Drama production

This step created opportunities for students to engage in performance to experience a lifelike communication situation without any interruption from the teacher. Through a performance, in addition to delivering a dialogue, students could exploit facial expressions, intonations, and gestures to convey the intended meaning of each character.

d. Drama evaluation

Drama evaluation involved the evaluation of the performance. The video was played after the performance to allow students to practice expressing their opinions towards their own performance as will as their peer's performance. They were able to observe themselves enabled them to improve their performance and learn from their mistakes.

Teaching of strategy drama Rahmanto (in Djumingin, 2004:42) ²⁴describes how to teach drama to students, namely :

- 1) Read the drama script in class as an introduction.
- 2) Prepare recording or drama models.
- 3) It Provides motion training for all members of the body (though the body) as a basic exercise.
- 4) Students are told to observe and discuss the movements or activities of their friends

²⁴Rahmanto In Djumingngin, 2004: 42. Teaching of strategy Drama

- 5) After students successfully mimic simple movements will, they can then be asked to think of more complex situations by imitating more varied movements.
- 6) Up to certain stages, this motion exercise should begin with the practice of saying the word.
- 7) To practice the combination of motion with this word, the teacher should determine the selection of stories and scenarios that students have previously known.
- 8) Students should begin to be fostered to look for dramatic situation them themselves.

3. Kinds of Drama

Let us consider a few popular kinds of drama:

- a. Comedy Comedies are lighter in tone than ordinary works, and provide a happy conclusion. The intention of dramatists in comedies is to make their audience laugh. Hence, they use quaint circumstances, unusual characters, and witty remarks.
- b. Tragedy Tragic dramas use darker themes, such as disaster, pain, and death.

 Protagonists often have a tragic flaw a characteristic that leads them to their downfall.
- c. Farce Generally, a farce is a nonsensical genre of drama, which often overacts or engages slapstick humor.

- d. Melodrama Melodrama is an exaggerated drama, which is sensational and appeals directly to the senses of the audience. Just like the farce, the characters are of a single dimension and simple, or may be stereotyped.
- e. Musical Drama In musical dramas, dramatists not only tell their stories through acting and dialogue, but through dance as well as music. Often the story may be comedic, though it may also involve serious subjects.

4. The benefit of Drama

There are two kinds of the benefits teaching of drama, they are theoretical benefit and practical benefit. Theoretical benefits are:

- a. To add knowledge about target language in foreign language study;
- b. To add knowledge about the background of culture from other country which has target language in foreign language study;
- To comprehend the linguistic pattern in target language in a certain range of time as according to the age of written script;
- d. To add the sensitivity of aesthetic feeling in the dialogue;
- e. to train the understanding to others character, either in physical, psychical, or sociology. If a drama script which is studied by the students and supported by the depth of the theory which is owned by students, then the benefit of teaching drama will be able to be reached (Warnadi, 1982: 15).

Practical Benefit from Teaching Drama are:

- a. The students will fluent in speaking through drama.
- Rapidly comprehend, deepen, and are able to play the part of figure character contained in drama script;

- c. The ability of comprehending and feeling to others' character are important ability as the condition in deification of someone in daily life.
- d. The students will get used to work together in one team (Wardani, 1982:17).

D. Hypothesis

Drama is effective in improving the student's speaking skill at the eighth grade of SMPN 9 Palopo, so the statistical hypothesis in this research is formulated, as follow:

- 1. H0: There is no significant improvement of student's speaking skills through the use of Drama in SMPN 9 Palopo.
- 2. H1: There is significant improvement of student's speaking skills through the use of Drama in SMPN 9 Palopo.

Acceptability criteria of hypothesis

IF $t0 \le tt = acceptable null hypothesis$

IF $t0 \ge tt = unacceptable null hypothesis$

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a quasi experimental research design. Quasi-experimental was involved two groups of students with pre-test and post-test design. According to Ary et al, quasi experimental is an experiment research design that has lacks the randomization of the group. Quasi-experimental needed two similar groups as the sample of the research. As Latief states that quasi-experimental research is the research which takes the sample from two different classes in the same grades which has similarity. The classes are an experimental group and control group. The classes are an experimental group and control group.

The experimental group was the group who teaches improving speaking skills students through drama. The other hand, the control group was the group who does not teach improving speaking skill students through drama.

The researcher was used pre-test and post-test in both experimental and control classes. The aim to find out the using of improving speaking skills students through drama and to get the effectiveness significant by comparing the pre-test and post-test both of the experimental class and control class. The research design in this research could be seen as follows:

²⁵Donald Ary, Jacobs, LC, and Razavieh, *An Introduction to Research in Education: Third Edition* (New York: CBS College Publishing, 1985) 302.

²⁶M. Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: UNM Press, 2010) 120.

²⁷Ibid 121-171.

Table 2.1 Research Design

Group	Pre-test	Treatment	Post-test
Е	O_1	X	O_2
C	O_3		O_4

Where:

E : Experimental Class

C : Controlled Class

O1 : Result of Pre-test (in experimental class)

O3 : Result of Pre-test (in controlled class)

X : Treatment that will be given for experimental class

O2 : Result of Post-test (in experimental class)

O4 : Result of Post-test (in controlled class).

(Sugiyono, 2014)

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B. Location and Time of Research

1. Location

The researcher decided to research in SMPN 9 Palopo, at eight grade Class 1 as control class and eight grade 6 as experimental class.

2. Time of Research

The researcher decided to research start from october 21st to november 7th, 2019.

C. Variables

In this research, there are two categories of variables, namely:

1. Dependent Variable

Dependent variable is improve students' speaking skill

2. Independent Variable

The independent variable is Drama.

D. Population and Sample

1. Population

The population of this research was the eighth grade student's of SMPN 9 Palopo in the 2019/2020 academic year. The total population of 60 students from 2 classes, there are class VIII 1 and VIII 6.

2. Sample

The researcher was applied the drama technique. In this case, the researcher takes two classes, namely class VIII 1 as control class and VIII 6 as experimental class the students of *SMPN 9 Palopo* as the sample. There were 16

girls and 14 boys in class VIII 1. There were 22 girls and 8 boys in VIII 6. They were Experimental Class and Control Class that consists of 30 students for each class. There were 22 boys and 38 girls. They have the same proficiency level they still have low achievement in speaking.

E. Procedure for Collecting Data

1. Pre-test

The first thing to do is the researcher apply a pre-test. Students in the class join the test. The researcher had gave question to oral questions students about asking suggestion and giving suggestion.

2. Treatment

a. Experimental Class

- 1) The First Meeting octeber 14th, 2019.
- The researcher introduced speaking text for the students explained the types and techniques of speaking.
- b) Then, the researcher introduced about Drama and how to work it.
- c) After that, the researcher gave an example of a drama entitled "about the future" in paper form
- d) The researcher dividend into groups of four until five people and the students were assigned to played each character's role.
- e) The researcher asked each students to reproduce memorization.
- f) After finishing, the researcher asked the students come forward to the stage. students could exploit facial expressions, intonations, and gestures to convey the intended meaning of each character.

- g) The researcher must pay attention to students' vocabulary and grammar when speaking on stage.
- h) After that, the researcher records or makes video of students' drama.
- i) The last, the researcher played back the video, the students were able to observer themselves enabled them to improve their performance and learn from their mistakes.
- 2) The Second Meeting october 20th, 2019.
- a) The researcher gave an example of Drama entitle "friendship is beautiful " in paper from
- b) The researcher dividend into group of four until five people and they were assigned to play each character's role.
- c) The researcher asked each student to reproduce memorization.
- d) After finishing, the researcher asked the students come forward to stage.

 Students could exploit facial expressions, intonations, and gestures to convey the intended meaning of each character.
- e) The researcher must pay attention to students' vocabulary and grammar when speaking on stage.
- f) After that, the researcher records or made video of students' drama.
- g) The last, the researcher played back the video, the students were able to observer themselves enabled them to improve their performance and learn from their mistakes.
- 3) The Third Meeting october 21st, 2019

- a) The researcher given an example of Drama entitle" The meaning of friendship "in paper from
- b) The researcher dividend into group of four until five people and they were assigned to played each character's role.
- c) The researcher asked each student to reproduce memorization.
- d) After finishing, the researcher asked the students come forward to stage. Students could exploit facial expressions, intonations, and gestures to convey the intended meaning of each character.
- e) The researcher must pay attention to students' vocabulary and grammar when speaking on stage.
- f) After that, the researcher records or made video of students' drama.
- g) The last, the researcher played back the video, the students were able to observer themselves enabled them to improve their performance and learn from their mistakes.
- 4) The fourth Meeting october 27th, 2019
- a) The researcher given an example of Drama entitled "Truthfully friend" in paper form
- b) The researcher dividend into group of four until five people and they were assigned to play each character's role.
- c) The researcher asked each student to reproduce memorization.
- d) After finishing, the researcher asked the students came forward to stage. Students could exploit facial expressions, intonations, and gestures to convey the intended meaning of each character.

- e) The researcher must pay attention to students' vocabulary and grammar when speaking on stage.
- f) After that, the researcher records or made video of students' drama.
- g) The last, the researcher played back the video, the students were able to observer themselves enabled them to improve their performance and learn from their mistakes.

b. Control Class

- 1) The First meeting: October 16th, 2019
- a) The researcher prepares facilities that have been used in the learning process.
- b) The researcher explanation material about give and take suggestion.
- c) The researcher asked to the students did they understood the explanation about the material that has been given.
- d) Furthermore, after students understood the material that has been explanation, the researcher gave examples of dialogues about give and take suggestion.
- e) After that, the researcher asked again to the students did they has been understood the examples that were given.
- f) When the students had understood the researcher divides students into groups, each groups consists of four to five people
- g) The researcher asked each groups to make or arrange conversations related to take and give suggestion.
- h) After that, when the students had finished making conversation the researcher ask each groups to collected that has been strung together.
- i) The researcher took video during the dialogue process

- j) Finally, the researcher checks and evaluates according to the results of the conversation that has been made.
- 2) The Second meeting: October 19th, 2019
- a) The researcher provides facilities that has been used in the learning process
- b) The researcher explained the material that has been given at the meeting before.
- c) The researcher asked the students to from groups that were formed at the meeting before.
- d) After that, the researcher asked each groups to dialogue with the conversation that had been made at the meeting before.
- e) Then the researcher takes the video during the conversation process.
- f) Finally, the research checks and evaluates according to the results of the conversation that has been made
- 3) The Third meeting: October 23rd, 2019
- a) The researcher prepared facilities that have been used in the learning process.
- b) The researcher explanation material about cause and effect dialogue.
- c) Researcher asked to the students did they understood the explanation of the material that has been given.
- d) Furthermore, after they understand the material that has been explained, researcher explanation examples of dialogue cause and effect.
- e) After that, the researcher askedagainto the students did they have been understood about the example that has been given.
- f) Then the researcher took a video during the conversation process.

- g) Finally, the researcher checks and evaluates according to the results of the conversation that has been made.
- 4) The Fourth meeting: october 26th, 2019
- a) The researcher prepared facilities that had been used in the learning process.
- b) The researchers explained the material that has been given at the meeting before.
- c) The researcher asked students to from groups according to the groups that were formed at the meeting before.
- d) After that, the researcher asked each group to dialogue in accordance with the conversation that had made at the meeting before.
- e) Then the researchers took a video during the conversation process.
- f) Finally, the researcher checks and evaluates according to the results of the conversation that has been made.

3. Post-Test

The post-test was conducted to find out the students' achievement and their progress after giving the treatment about improving speaking skills through Drama. The researcher gave a Drama entitled about asking suggestion and giving suggestion.

F. Instrument of the Research

The instrument of this research was speaking skill through drama at *SMPN* 9 *Palopo* in class VIII 1 and VIII 6, from that the test the researcher scored the students Accuracy, fluency, and comprehensibility. The researcher was a use test

to measure the students' ability to understand the speaking skill before and after giving treatments. In this case, speaking skill is the objective test.

G. Technique of Data Analysis

The researcher used quantitative analysis by finding the score and standard deviation of the data and t-test paired sample by used SPSS 20.0.

a. The writer measured it by used assessment scale accuracy, fluency, and comprehension from Heaton (1990):²⁸

Table 2.2 Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only	Speaks without too great	Easy for the listener to
O	very slightly influenced	an effort with a fairly	understand the speaker's
	by the mother-tongue.	wide range of expression.	intention and general
	Two or three minor	Searchers for word	meaning. Very few
	grammatical and lexical	occasionally but only one	interruptions
	errors.	or two pauses.	classification required.

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 $^{^{28}}$ J. B. Heaton. "Longman Handbooks for Language Teachers". (London and New York, 1990)p,

5 Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.

Has to make an effort at times to search for words.

Nevertheless, smooth delivery on the whole and only a few unnatural pauses.

The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.

4 Pronunciation is still
moderately influenced
by the mother-tongue
but no serious
phonological errors. A
few grammatical and
lexical errors some of
which cause confusing.

Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range

Most of what the speaker says is easy to follow.

His intention is always clear but several interruptions are necessary to help him to convey massage or to seek clarification.

3 Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical

Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up

expression.

The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the

	errors some of which	making the effort at	speaker' more complex
	cause confusing.	times. Limited range of	or longer sentences.
		expression.	
2	Pronunciation seriously	Long pauses while he	Only small bits (usually
	influenced by mother-	searches for desire	short sentences and
	tongue with errors	meaning. Frequently	phrases) can be
	causing a breakdown in	fragmentary and halting	understood and then with
	communication many	delivery. Almost give up	considerable effort by
	"basic" grammatical	making the effort at	someone who is to
	and lexical errors.	times. Limited range of	listening to the speaker.
		expression.	
1	Serious pronunciation	Full of long and	Hardly anything of what
	errors as well as many	unnatural pauses. Very	is said can be
	"basic" grammatical	halting and fragmentary	understood. Even when
	and lexical errors. No	delivery. At time gives up	the listeners make great
	evidence of having	making the effort. Very	effort or interruption.
	mastered any of the	limited range of	The speaker is unable to
	language approach and	expression.	clarity anything they
	areas practiced in the		seems to have said.
	course.		

b. The results of the students' speaking tests were determined by classification students. It could be seen in the table below. The score of three tables above was converted into a score in the next table by used formula below.²⁹

c. The writer classified the score of the students into six levels as follows:

Table 2.3. The Classification Score for Test

	Score	Classification
A	90-100	Excellent
В	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable
		(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0

²⁹ H. Douglas Brown. (2004). *Language Assessment: Principle and Classroom Practices*. United State of America: Pearson Education,Inc.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test. In this part, the researcher reported the result of each group by comparing the pretest and posttest of both groups.

1. Students Score of Experimental Class

a. Students' Pre-test Result

Table 4.1 The Score of Students' Pre-test Result in Experimental Class

	The A	Aspects of Spo	eaking Skill	
Respondents				Students
	Accuracy	Fluency	Comprehensibility	score
R1	4	4	4	12
R2	4	3	$\bigcirc \bigcirc 4$	11
R3	3	2	2	7
R4	3	2	2	7
R5	3	3	2	8
R6	2	2	2	6
R7	3	3	3	9
R8	2	2	2	6
R9	2	2	2	6
R10	3	3	2	9
R11	3	3	2	8
R12	3	3	2	8
R13	3	3	2	8

R14	3	3	3	9	
R15	2	3	3	8	
R16	2	3	3	8	
R17	2	2	3	7	
R18	2	2	2	6	
R19	2	2	1	5	
R20	2	2	2	6	
R21	2	1	1	4	
R22	2	3	2	6	
R23	3	2	3	8	
R24	2	2	3	7	
R25	2	3	2	7	
R26	3	3	2	8	
R27	3	3	3	9	
R28	3	2	3	8	
R29	3	3	3	8	
R30	3	3	2	8	

Speaking skill consisted of three aspects; namely accuracy, fluency and comprehensibility. The researcher presents and tabulates the mean score of the students speaking ability one by one. All of those would explain by the following tables:

Table 4.2 The Mean Score of Students' Accuracy Pretest in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	M	ean
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	30	2	2				
Valid N (listwise)	30			4	79	2.63	.112

Table 4.2 illustrates the mean score of accuracy got by the students in the pretest. It can be seen clearly from that table the mean score is 2.63 and it indicates that the speaking ability of students of the students.

Table 4.3 The Rate Percentage Score of Students' Accuracy in Pretest Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	2	7%
Average	3	15	50%
Poor	2	13	43%
Very poor	1	-	0%
Total		30	100%

Table 4.3 shows that experiment class students' speaking skill in pre-test especially in accuracy of speech most of students got fair to poor score. There were 13 students (43%) got fair to poor score. There were 15 students (50%) Average score and was two students (7%) Good.

Table 4.4 The Mean Score of Students' Fluency Pretest in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Me	ean
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	30	3	1	4	79	2.63	.112
Valid N (listwise)	30						

Table 4.4 can be seen that the highest score of students was 4 and the lowest score was 1. It also indicated that the mean score of students' accuracy in pretest was 2.63 and standard deviation error was 112.

Table 4.5 The Rate Percentage Score of Students' Fluency in Pretest Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	1	3%
Average	3	16	54%
Poor	2	12	40%
Very poor	1	1	3%
Tota		30	100%

Table 4.5 shows that experiment class students' speaking skill in pre-test especially in fluency of speech most of students got fair to poor score. There were one students (3%) got very poor score. There were 12 students (40%) got poor score. The were 16 (54%) Average and was 1 student (3%) Good.

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Table 4.6 The Mean Score of Students' Comprehensibility Pretest in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Me	ean
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	30	3	1	4	72	2.40	.132
Valid N (listwise)	30						

Table 4.6 can be seen that the highest score of students was 3 and the lowest score was 1. It also indicate that the mean score of students' comprehensibility in pretest was 2.40 and standard deviation error is .132.

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pretest Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	2	7%
Average	3	10	33%
Poor	2	16	53%
Very poor	11	2	7%
Total	N PA		100%

Table 4.7 shows that experiment class students' speaking skill in pre-test especially in comprehensibility of speech most of students got fair to poor score. There were 2 students (7%) got very poor score. There were 16 students (53%) got poor score. There were 10 (13%) Average and was 2 students (7%) Good.

b. Students' Posttest Result

After knowing the students' score in pre-test, the researcher gave them treatment by using Drama. The result of the students' score in posttest presented in the following table by dividing them into three aspects, they are accuracy, fluency and comprehensibility.

Table 4.8 The Score of Students' Posttest Result in Experimental Class

		Aspects of Spe	eaking Skill	
Respondents				Students
	Accuracy	Fluency	Comprehensibility	score
R1	5	4	6	15
R2	4	4	4	12
R3	4	3	3	10
R4	4	3	3 3 3	10
R5	4	4	3	11
R6	3	3	3	9
R7	4	4	4	12
R8	3	3	3 3	9
R9	4	4	3	11
R10	4	4	3	11
R11	4	4	3	11
R12	4	4	3	11
R13	4	4	4	12
R14	3	4	2	9
R15	4	3	2	9
R16	3	3	4	10
R17		6 4 1	A	12
R18	3	3	OP_2^4	8
R19	3	3		9
R20	3	3	3 3	9
R21	3	4		10
R22	3	3	3 3	9
R23	3	4	3	10
R24	4	4	3	11
R25	4	4	4	12
R26	4	3	4	11
R27	4	4	4	12
R28	4	4	3	11

R29	3	3	4	10
R30	4	3	2	10

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through table distribution frequency and percentage.

Table 4.9 The Mean Score of Students' Accuracy Post-test in Experimental Class

Descriptive Statistics

		N	Minimum	Maximum	Sum	Me	ean
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy		30	3	5	110	3.67	.100
Valid N (lis	stwise)						
		30					

Table 4.9 it can be seen that highest score of students' accuracy were 5 and lowest score were 3. It also indicates that mean score of students' accuracy in post-test were 3.67 and the standard error.100.

Table 4.10 The Rate Percentage Score of Students' Accuracy in Posttest Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	1	3%
Good	4	18	60%
Average	3	11	37%
Poor	2	-	0%
Very poor	1	-	0%

Total 30 100%

Table 4.10 shows that experiment class students' speaking skill in post-test especially in Accuracy of speech most of students got fair to poor score. There were 11 students (37%) got average score. There were 18 students (60%) good. and was 1 student (3%) got very good.

Table 4.11 The Mean Score of Students' Fluency Post-test in Experimental Class

Descriptive Statistics

		N	Minir	num	Maximu	ım	Sum			Me	ean
	5	Statistic	Stati	stic	Statisti	c	Statist	ic	Statis	stic	Std. Error
Fluency		30		3		4		107		3.57	.092
Valid N (listw	ise)	30									

Table 4.11 can be seen that the highest score of students' were 4 and the lowest score were 3. It also indicated that the mean score of students' fluency in the post-test is 3.57 and the standard error was .092.

Table 4.12 The Rate Percentage Score of Students' Fluency in Posttest Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	5%
Good	4	17	57%
Average	3	13	43%
Poor	2	-	0%

Very poor	1	-	0%
Total		30	100%

Table 4.12 shows that experiment class students' speaking skill in post-test especially in Fluency of speech most of students got fair to poor score. There were 13 students (47%) got Average. There were 17 student (57%) got good.

Table 4.13 The Mean Score of Students' Comprehensibility Post-test in Experimental Class

		Descripti				
	N	Minimum	Maximum	Sum	Me	ean
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	30	2	6	99	3.30	.145
Valid N (listwise)	30					

Table 4.13 can be seen that the highest score of students' were 6 and the lowest were 2. It also indicated that the mean score of students' comprehensibility in post-test is 3.30 and standard deviation error. 145.

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Table 4.14 The Rate Percentage Score of Students' Comprehensibility in Posttest Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	1	3%
Very good	5	-	0%
Good	4	9	30%
Average	3	17	57%
Poor	2	3	10%
Very poor	1	-	0%
Total		30	100%

Table 4.14 shows that experiment class students' speaking skill in post-test especially in Comprehensibility of speech most of students got fair to poor score. There were 3 students (10%) got poor score. There were 17 student (57%) got average. There were students (30%) got good. and was 1 student (3%) got Excellent.

c. The Mean Score of Students' Pretest and Posttest in Experimental Class

Table 4.15 The Mean Score of Students' Pretest in Experimental Class

Descriptive Statistics

	N N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretestexp	30	4	12	227	7.57	1.633
Valid N (listwise)	30					

Table 4.15 show that the highest score of experimental students in pre-test was 12 and the lowest score was 4. Besides, it also indicated that the mean score of experimental class in pre-test was 7.57 and the standard deviation was 1.633

Table 4.16 The Mean Score of Students' Posttest in Experimental Class

Descriptive Statistics

1	N Minim	um Max	imum	Sum	Mean	Std. Deviation
Posttestexp	30	8	15	316	10.53	1.432
Valid N (listwise)	30					

Table 4.16 shows that, the highest score of experimental students in post-test was 14 and the lowest score was 8. Besides, it also indicated that the mean score of experiment class in pre-test was 10.53 and the standard deviation was 1.432.

2. Students Score of Control Class

a Students' Pretest Result

Table 4.17 The Score of Students' Pretest Result in Control Class

Respondents	Accuracy	Fluency	Comprehensibility	Students Score
R1	2	3	3	5
R2	3	2	3	5
R3	3	4	3	8
R4	3	2	2	4
R5	3	3	2	5
R6	3	2	2	4
R7	3	3	2	5
R8	4	4	2	8

R9	3	4	4	8
R10	4	4	3	8
R11	2	3	2	5
R12	3	3	2	5
R13	2	3	3	5
R14	3	2	3	5
R15	3	3	2	6
R16	3	3	3	5
R17	3	3	4	6
R18	3	2	3	5
R19	3	4	4	8
R20	2	3	2	4
R21	4	4	3	9
R22	3	3	3	6
R23	2	3	4	5
R24	3	4	3	8
R25	3	3	2	6
R26	3	$\frac{2}{3}$	2	4
R27	2	3	2	4
R28	3	3	2 2 2 2 2 3	5
R29	2	3	3	5
R30	2	3	2	4

Table 4.17 show that speaking skill consist three aspects; namely: accuracy, fluency and comprehensibility. There were 30 students observed in control class before teaching using Drama. There was 1 student who got very poor score, 29 students who got poor

Table 4.18 The Rate Percentage Score of Students' Accuracy in Pretest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	3	10%
Poor	2	18	60%

Very poor	1	9	30%
Total		30	100%

Table 4.18 shows that in Accuracy result, most of students got very poor score. There were 9 students (30%) got very poor score. There were 18 students (60%) got poor score and there were 3 students (10%) got average score.

Table 4.19 The Rate Percentage Score of Students' Fluency in Pretest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	7	23%
Poor	2	17	57%
Very poor	1	7	20%
Total		30	100%

Table 4.19 shows that in accuracy result, most of students got very poor score. There were 7 students (20%) got very poor score. There were 17 students (57%) got poor score and there were 7 students (5%) got average score.

Table 4.20 The Rate Percentage Score of Students' Comprehensibility in Pretest
Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	5	17%

Poor	2	15	50%
Very poor	1	10	33%
Total		30	100%

Table 4.20 shows that in accuracy result, most of students got very poor score. There were 10 students (33%) got very poor score. There were 15 students (50%) got poor score and there were 5 students (17%) average score.

b. Students' Post-test Result

Table 4.21 The Score of Students' Posttest Result in Control Class

Responden		ne Aspects of Spo		Students
	Accuracy	Fluency	Comprehensibility	Score
R1	2	3	3	8
R2	3	2	3 3	8
R3	3	4	3	10
R4	3	2	2	7
R5	3	3 2 3	2	8
R6	3	2	2	7
R7	3	3	2	8
R8	4	4	2	10
R9	3	4	4	11
R10	4	4	3	11
R11	2	3	2	7
R12	3	3	2	8
R13	2	$\begin{bmatrix} 2 \\ 2 \end{bmatrix}$	OP_3	8
R14	3	_		8
R15	3	3	2	8
R16	3	3	3	9
R17	3	2	4	10
R18	3	4	3	8
R19	3	3	4	11
R20	2	4	2	7
R21	4	3	3	11
R22	3	3	3	9
R23	2	4	4	9
R24	3	3	3	10

R25	3	2	2	8
R26	3	3	2	7
R27	2	3	2	7
R28	3	3	2	8
R29	2	3	3	8
R30	2	3	2	7

Table 4.21 shows that, there were 30 students observed in control class after teaching by using Drama method. There were 26 students who got very poor score and 4 students who got average score.

Table 4.22 The Rate Percentage Score of Students' Accuracy in Posttest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	3	10%
Average	3	19	63%
Poor	2	8	27%
Very poor	1	-	0%
Total		30	100%

Table 4.22 shows that in accuracy result, most of students got score poor score. There were 8 students (27%) got poor score. There were 19 students (63%) got average score and students (10%) got good score.

Table 4.23 The Rate Percentage Score of Students' Fluency in Posttest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%

Good	4	7	23%
Average	3	17	57%
Poor	2	6	20%
Very poor	1	-	0%
Total		30	100%

Table 4.23 shows that in fluency result, most of students got score poor score. There were 6 students (20%) got poor score. There were 17 students (57%) got average score and 7 students (23%) got good score.

Table 4.24 The Rate Percentage Score of Students' Comprehensibility in Posttest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	4	13%
Average	3	12	40%
Poor	2	14	47%
Very poor	1	-	0%
Total		30	100%

Table 4.24 shows that in comprehensibility result, most of students got score poor score. There were 14 students (47%) got poor score. There were 12 students (40%) got average score and 4 students (13%) got good score.

d. Students' Mean Score of pretest and posttest in Control Class

Table 4.25. Mean Score of Students' Pretest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretestcont	30	4	9	170	5.67	1.516
Valid N (listwise)	30					

Table 4.25 shows that the highest score of students was 9 and the lowest score was 4. Besides, it also indicated that the mean score of control class students in pre-test was 5.67 and the standard deviation was 1.516.

Table 4.26 Mean score of Students' Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttestcont	30	7	11	256	8.53	1.358
Valid N (listwise)	30					

Table 4.26 shows that the highest score of students was 11 and the lowest score was 7. Besides, it also indicated that the mean score of control class students in pre-test was 8.53 and the standard deviation was 1.358

Table 4.28. Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class

Descriptive Statistics

	N	Minimum	Minimum Maximu Sum m		Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretestcont	30	4	9	170	5.67	.277	1.516
posttestcont	30	7	11	256	8.53	.248	1.358
Valid N (listwise)	30						

c. . Mean Score and Standard Deviation of Students' Pretest and Posttest In Experimental Class and Control Class

Table 4.27 Mean Score and Standard Deviation of Students' Pretest and Posttest in Experimental Class

Descriptive Statistics

	N	Minimum Maximum Mean		ean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestexp	30	4	12	7.57	.298	1.633
Posttestexp	30	8	15	10.53	.261	1.432
Valid N (listwise)	30					

Table 4.28 and Table 4.27 show that the distinction between the pretest and posttest mean scores and standards deviation. The scores of control class after giving treatment (the lecture method) showed good progress from 4 becomes 12 and the scores of experimental class after giving treatment (using Drama method) showed very good progress from 4 becomes 9. The standard deviation of control class students in pretest and posttest was 1.63 and the standard deviation of experimental class in pretest and posttest was 1.51.

To know whether the control class and experiment class were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 20. The result could be shown in the table of group statistic and independent sample test.

d. The Calculation of t-test Pretest and Posttest in Experimental and Control Classes

Table 4.29 Students' Result of t-test from Pre-Test score of Experiment and Control Classes

Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean	
classExperiment	30	7.57	1.633	.298	
classControl	30	5.67	1.516	.277	

Table 4.29 shows that the posttest mean of the experimental class was 7.57 and the post-test mean of the control class was 5.67, the N (number of the case) was 30 for experimental class and 30 for control class. The standard deviation for

experimental class was 1.63 and the standard deviation for control class was 1.51. The standard error mean for experimental class was .298 and the standard error mean for control class was .277. The description of t-test was described by the following table.

Table 4.32 The Probability Value of T-Test of Posttest in Experimental and Control Classes

Complex Test

			Samples	Test				
		Pa	ired Diffe	rences		t	Df	Sig. (2-tailed)
	Mean	Std.	Std.	95% Cor		;		taneu)
		Deviatio	Error	Interval	of the			
		n	Mean	Differ	rence			
				Lower	Uppei	:		
Pair posttestexp – 1 posttestcont	2.000	2.051	.374	1.234	2.76	56 5.341	29	.000

Table 4.32 shows that the Probability Value is lower than alpha (α) (0.000 < 0.05) and the degree of freedom 94 which means that there is significant difference in posttest. It indicated that the null hypothesis (H1) was accepted and, of course, the alternative hypothesis (H0) was rejected. It showed that the use of Drama as an authentic material significantly improve the students' speaking and give significantly greater contribution to the students' speaking skill.

B. Discussion

Based on the research findings, the data analysis above shows that using drama techniques is effective in improving students' speaking skill because drama teachers students in doing everything. From shy students to quiet students. When researchers use drama strategy that's where students are excited used three

studies, namely Accuracy, Fluency and Comprehensibility. Why does the comprehensibility value increase because before students display the drama assidned by students, they are required to understand the drama they will performing. While the value of accuracy and fluency increases because students have trained themselves before performing drama. Therefore the are accustomed to saying the word contained in the dialogue.

In this research, Speaking test give to the students that still had basic for English, they were the classes of class VIII 1 and class VIII 6 At SMPN 9 Palopo. In the Speaking skill there are three components, they are Accuracy, Fluency and Comprehensibility. The component of Accuracy covers the punctuality, Gramatical, and pronounciation.

In the posttest, it can be seen in the table before after giving continuous treatment using drama techniques. The averages scores of the experimental class of students while the control class of students taught without using drama techniques. Subrabowo said that *developing students 'speaking skills through drama parody meant that drama*³⁰ was also effective in improving students' speaking skill.

In this section, researchers take 3 students as representations that have different abilities, namely students R1, R2, and R10. From these three students, there are differences in the comparison of speaking skills in drama techniques, namely high, medium and low in the experimental class.

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³⁰ Subrabowo. *Developing students speaking skill through drama parody at that third semester.* 2014. Palopo: english study program depertemen STAIN Palopo.

The first student is the student (R1), the study found that students could explain the topic in the pretest, because he is fluent and comprehensive in explaining the topic. In addition, after researchers provide treatment about drama techniques, students are increasingly eager to put out the words spoken. Before the researcher gave treatment, he got a score of 12 in the pretest and after giving treatment, students got 15 scores in the posttest.

The second student is a student (R2) students have a moderate ability to describe a topic. After research provides treatment about drama, these students have the motivation to learn to speak, especially in terms of confidence to appear in public. After that, before the researcher gave treatment, he got a score 11 of pretest and after giving treatment the student got 12 scores on the posttest.

The third student is a student (R10). This student has a different comparison between the two students above, because he has a very low level of student A and student B. After the researcher gives treatment about drama students are lazy to put out words and are ashamed to appear in front. Before the researcher gave treatment, he got 9 scores on the pretest and after giving the treatment, students got 10 scores on the posttest. In the control class, researchers found differences from the experimental class. The controlled class has low talk. Besides that after the researcher teaches speaking without drama, students cannot explain the topic well.

The theory used in this research is the theory of constructivisme. The underlying concept in the theory of constrctivism learning is the role of experiencing or connection with playing an atmoshere that is close together in

students education. The type of approach used is the game base learning approach, using this approach the researcher provide a stimulus to three important part of learning, emotional, intellectual, and psycomotoric. In this study, researchers used social strategies with the aim to involve learning with interaction with each other. The learning model used is a cooperative learning model where students can improve the ability to work together by impling competition and group spirit. Researcher use the role play method with the aim that students are able to understand and practice the abilies of students with the given role. The technique used by researcher is drama technique.

In this study, there were previous researchers; the first subrabowo was titled "*Developing students' speaking skills through drama parodies*³¹ in the third semester students of the English study program department of STAIN Palopo academic year (2014).

The difference between Subrabowo's research and this research is the classroom action research (CAR) instrument. The similarity between Subrorabowo research and this research is to improve students' speaking abilities.

The second research is Rr. Ery Susilawati with the title "Improving students' speaking skills using Drama in eleventh grade students of MAN Yogyakarta II language class in the 2012-2013 academic year".

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³¹ Subrabowo. *Developing students speaking skill through drama parody at that third semester.* 2014. Palopo: english study program depertemen STAIN Palopo.

The difference between research Rr. Ery Susilawati uses Drama. Similarities between research Rr. Ery Susilawati improves students' speaking skills³².

The third study was Karatul Aini conducting a study entitled "Improving students' speaking ability in the Makassar MTSN Model through Educational Drama"³³ in the academic year (2014). The difference between Karatul Aini is focusing on the application of educational drama techniques in increasing the accuracy and fluency of students speaking. This study uses classroom action research (CAR).

Based on the explanation, teaching speaking skill using Drama techniques at SMPN 9 Palopo, the students got a significant improvement in their speaking skills scores. Therefore, it can be stated that drama techniques in teaching speaking learning have solved students 'speaking problems and improved students' speaking skills for eighth grade students of SMPN 9 Palopo. So, the hypothesis put forward in this study that says "the use of effective drama techniques to teach speaking skills" is accepted.

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³³ Kuratul Aini. *Improving speaking ability of the third yeard students at third yeard stidents* at MTSn model makassar tharough education Drama. 2014: Makassar.

³² Rr. Ery Susilawati. Improving students speaking skill using Drama at the eleventh grade students of language class of MAN YOGYAKARTA II in the academic year of . 2012- 2013. yogyakarta

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings it can be concluded that the use of Drama techniques is effective to improve students' speaking abilities at SMPN 9 Palopo. In other words it can be proven that there are significant differences in the learning outcomes of students who learn to speak through Drama techniques with students who take learning without Drama techniques. Based on data analysis in the experimental class, the post-test average score is higher than the pre-test average score (10,5300> 7.5700). While in the control class, the posttest average score was also higher than the pretest average score (8.5300> 5.6700). Based on the analysis of the data it can be concluded that the teaching skills of speaking using effective drama techniques at SMPN 9 Palopo. It can be proven that the scores of students in the experimental class are higher than students in the control class.

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B. Suggestions

Based on the conclusion of the study, the researcher suggests to the following parties:

- 1. For teachers, it is recommended to other teachers to use drama techniques in teaching speaking as an effective way to improve students' speaking skills.
- 2. For students, they can use drama techniques to improve their speaking skills
- 3. For researchers, in this thesis researchers hope that the results of this study can be useful for readers. It is hoped that readers will get more information about the use of drama techniques. In this study, future researchers are expected to conduct research to find other significance of drama techniques in other English skills.
- 4. In the process of learning english, the teacher or educator is expected to be able to use a variety of learning methods so as to increase students inteest in learning.
- 5. Activate for students who have low levels of english proficiency in ordert to be confident.

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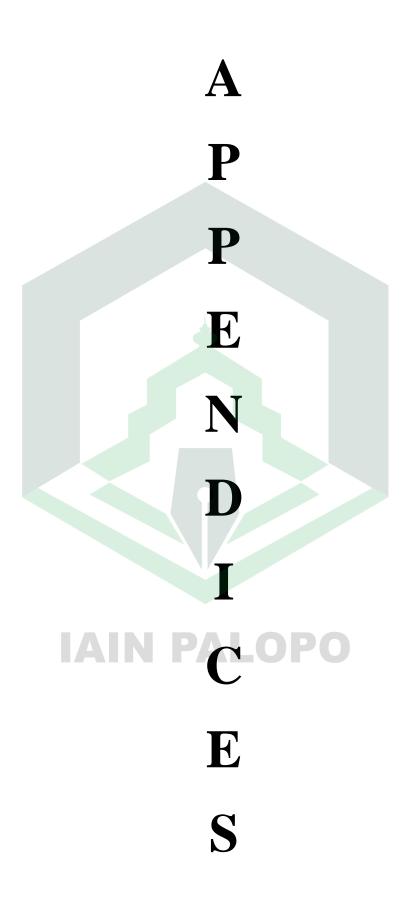
BIOGRAPHY



Marwati, was born in East Luwu, to be precise, in the village of Jalajja, Tambaga sub-district, Burau district, on Sunday July 7, 1998. The eighth child of seven children from Mappiare Dg Paliweng and Sitti Nurhaida. The researcher completed his education in Elementary School at SD 115 Lemo, Wae Tuo Village in Burau District, East Luwu Regency in

in 2009. In that year the researcher continued his education at SMP Negeri 3 Burau, Burau District and graduated in 2012 then continued his high school at SMA Negeri 1 Burau in 2013 and finished in 2015. In 2020 the researcher continued his education in higher education State Islamic Institute (IAIN) Palopo, Faculty of Tarbiyah and Educational Sciences. In English Education Study Program . The researcher completed his undergraduate degree (S1) in 2020.





Appendix 1. Leson Plan Experimental Class and Control Class Leson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah : SMPN 9 Palopo

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2018/2019

Kelas : VIII/ 6

Topik Pembelajaran : Drama

Alokasi Waktu : 4 x 35 menit

Pertemuan :

1. STANDAR KOMPETENSI

Memahami pegertian speaking dan drama,unsur-unsur berdasarkan struktur dan kaidahnya.

2. KOMPETENSI DASAR

Menelah karakteristik unsur dan kaidah kebahasaan dalam teks drama yang berbentuk naska atau pentas.

3. INDIKATOR PENCAPAIAN KOMPETENSI

- 1. Menentukan unsur-unsur drama
- 2. Menanggapi pementasan drama
- 3. Memerankan tokoh dari cuplikan naskah drama yang ada.

4. TUJUAN PEMBELAJARAN

- 1. Siswa diharapkan mampu mengetahui pengertian drama
- 2. Siswa diharapkan mampu menelah unsur-unsur drama berdasarkan struktur dan kaidahnya.

5. MATERI PEMBELAJARAN

- Karakteristik naskah drama berdasarkan struktur dan kaidahnya.
- Unsur-unsur pementasan Drama
- Cara menulis naskah drama dari karya yang sudah ada.
- Asking Suggestion and Giving Suggestion
- Example of Drama entlited about the futer

6. METODE PEMBELAJARAN

Drama

7. LANGKAH-LANGKAH PEMBELAJARAN

- 1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang speaking, pengertian drama unsur drama, jenis-jenis drama berdasarkan struktur dan kaidahnya.
- Guru memberitahukan siswa tentang judul drama yang akan di pelajari
- Guru akan membagi menjadi beberapa kelompok terdiri dari 4 sampai 5 dan mereka di tugaskan untuk mainkan peran masingmasing.
- Guru meminta setiap siswa memperbaiki hapalan.
- Guru meminta siswa untuk maju kepanggung, siswa dapat mengesploitasi ekspresi wajah, intonasi dan gerakan untuk menyampaikan makna yang dimaksud dari setiap karakter.
- Guru merekam atau membuat video hasil drama siswa.
- Guru memutar kembali video, para siswa dapat mengamati diri mereka sendiri memungkinkan mereka untuk meningkatkan kinerja mereka dan belajar dari kesalanhan mereka.

3. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.
- Guru menyimpulkan butir-butir pokok materi yang telah dipelajari.
- Guru menyampaikan tema materi pada pertemuan selanjutnya
- Guru memberikan tugas sesuai materi yang telah dipelajari
- Penutup dan salam

4. SUMBER/MEDIA PEMBELAJARAN

- Video
- Kamus
- Cuplikan naskah drama dengan menggunakan media kertas dalam bentuk dialog

5. PENILAIAN HASIL PEMBELAJARAN

- ✓ Penilaian pengetahuan : Speaking
- ✓ Rubrik penilaian speaking

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only	Speaks without too great	Easy for the listener to
	very slightly influenced	an effort with a fairly	understand the speaker's
	by the mother-tongue.	wide range of expression.	intention and general
	Two or three minor	Searchers for word	meaning. Very few
	grammatical and lexical	occasionally but only one	interruptions
	errors.	or two pauses.	classification required.

	onunciation is slightly	Has to make an effort at	The speaker's intention
inf	luence by the	times to search for words.	and general meaning are
mo	other-tongue. A few	Nevertheless, smooth	fairly clear. A few
mi	nor grammatical and	delivery on the whole and	interruptions by listeners
lex	cical errors but most	only a few unnatural	for sake of clarification
utt	erance is correct.	pauses.	are necessary.
4 Pro	onunciation is still	Although he has to make	Most of what the speaker
mo	oderately influenced	an effort and search for	says is easy to follow.
by	the mother-tongue	words, there are not many	His intention is always
bu	t no serious	unnatural pauses. Fairly	clear but several
pho	onological errors. A	smooth. Delivery mostly.	interruptions are
fev	v grammatical and	Occasionally fragmentary	necessary to help him to
lex	ical errors some of	but succeeds in	convey massage or to
wh	ich cause confusing.	conveying the general	seek clarification.
		meaning. Fair range	
		expression.	
3 Pro	onunciation seriously	Has to make an effort for	The listener can
inf	luenced by mother	much of time. Often has	understand a lot of what
ton	igue. Only a few	to search for desired	is said, but he must
ser	ious phonological	meaning. Frequently	constantly seek
err	ors, and several	fragmentary and halting	clarification. Cannot
gra	ammatical and lexical	delivery. Almost give up	understand many of the
err	ors some of which	making the effort at	speaker' more complex

	cause confusing.	times. Limited range of	or longer sentences.
		expression.	
2	Pronunciation seriously	Long pauses while he	Only small bits (usually
	influenced by mother-	searches for desire	short sentences and
	tongue with errors	meaning. Frequently	phrases) can be
	causing a breakdown in	fragmentary and halting	understood and then with
	communication many	delivery. Almost give up	considerable effort by
	"basic" grammatical	making the effort at	someone who is to
	and lexical errors.	times. Limited range of	listening to the speaker.
		expression.	
1	Serious pronunciation	Full of long and	Hardly anything of what
	errors as well as many	unnatural pauses. Very	is said can be
	"basic" grammatical	halting and fragmentary	understood. Even when
	and lexical errors. No	delivery. At time gives up	the listeners make great
	evidence of having	making the effort. Very	effort or interruption.
	mastered any of the	limited range of	The speaker is unable to
	language approach and	expression.	clarity anything they
	areas practiced in the		seems to have said.
	course.		

The Classification Score for Test

Score	Classification
90-100	Excellent
80-89	Good
70-79	Adequate
60-69	Inadequate/unsatisfactory
Bellow 60	Failing/unnoticeable
	80-89 70-79 60-69

(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0

Palopo,.....2020

Mengetahui,

Researcher

MARWATI Nim. 15 0202 0084

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah : SMPN 9 Palopo

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2018/2019

Kelas : VIII/ 6

Topik Pembelajaran : Drama

Alokasi Waktu : 2 x 45 menit

Pertemuan : 2

1. STANDAR KOMPETENSI

- Menghargai dan menghayatiajaran agama yang di anutnya
- Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri dalam berenteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya.

2. KOMPETENSI DASAR

Menelah karakteristik unsur dan kaidah kebahasaan dalam teks drama yang berbentuk naska atau pentas.

3. INDIKATOR PENCAPAIAN KOMPETENSI

- a. Menentukan unsur-unsur drama
- b. Menanggapi pementasan drama
- c. Memerankan tokoh dari cuplikan naskah drama yang ada.

4. TUJUAN PEMBELAJARAN

- a. Siswa diharapkan mampu memerankan perananya masing-masing
- b. Siswa diharapkan mampu menelah unsur-unsur drama berdasarkan struktur dan kaidahnya.

5. MATERI PEMBELAJARAN

- Contoh Drama friendship is beautiful
- Asking suggestion and giving suggestion
- Karakteristik naskah drama berdasarkan struktur dan kaidahnya.
- Cara menulis naskah drama dari karya yang sudah ada.

6. METODE PEMBELAJARAN

- Tanya jawab
- Diskusi
- Penugasan
- Latihan

7. LANGKAH-LANGKAH PEMBELAJARAN

- a. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
- b. Kegiatan inti (60 menit)
 - Guru menjelaskan materi tentang speaking, pengertian drama unsur drama, jenis-jenis drama berdasarkan struktur dan kaidahnya.
 - Guru memberitahukan siswa tentang judul drama yang akan di pelajari
 - Guru akan membagi menjadi beberapa kelompok terdiri dari 4 sampai 5 dan mereka di tugaskan untuk mainkan peran masing-masing.
 - Guru meminta setiap siswa memperbaiki hapalan.

- Guru meminta siswa untuk maju kepanggung, siswa dapat mengesploitasi ekspresi wajah, intonasi dan gerakan untuk menyampaikan makna yang dimaksud dari setiap karakter.
- Guru merekam atau membuat video hasil drama siswa.
- Guru memutar kembali video, para siswa dapat mengamati diri mereka sendiri memungkinkan mereka untuk meningkatkan kinerja mereka dan belajar dari kesalanhan mereka.
- c. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Meriview kembali hasil jawaban siswa.
 - Guru menyimpulkan butir-butir pokok materi yang telah dipelajari.
 - Guru menyampaikan tema materi pada pertemuan selanjutnya
 - Guru memberikan tugas sesuai materi yang telah dipelajari
 - Penutup dan salam

8. SUMBER/MEDIA PEMBELAJARAN

- Video
- Kamus
- Cuplikan naskah drama dengan menggunakan media kertas dalam bentuk dialog.

9. PENILAIAN

- ✓ Penilaian pengetahuan : Speaking
- ✓ Rubrik penilaian speaking
- ✓ Teamwork (kerja sama)

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only	Speaks without too great	Easy for the listener to
O	very slightly influenced	an effort with a fairly	understand the speaker's
	by the mother-tongue.	wide range of expression.	intention and general
	Two or three minor	Searchers for word	meaning. Very few
	grammatical and lexical	occasionally but only one	interruptions
	errors.	or two pauses.	classification required.
5	Pronunciation is slightly	Has to make an effort at	The speaker's intention
	influence by the	times to search for words.	and general meaning are
	mother-tongue. A few	Nevertheless, smooth	fairly clear. A few
	minor grammatical and	delivery on the whole and	interruptions by listeners
	lexical errors but most	only a few unnatural	for sake of clarification
	utterance is correct.	pauses.	are necessary.
4	Pronunciation is still	Although he has to make	Most of what the speaker
	moderately influenced	an effort and search for	says is easy to follow.
	by the mother-tongue	words, there are not many	His intention is always
	but no serious	unnatural pauses. Fairly	clear but several
	phonological errors. A	smooth. Delivery mostly.	interruptions are
	few grammatical and	Occasionally fragmentary	necessary to help him to
	lexical errors some of	but succeeds in	convey massage or to
	which cause confusing.	conveying the general	seek clarification.
		meaning. Fair range	

		expression.	
3	Pronunciation seriously	Has to make an effort for	The listener can
	influenced by mother	much of time. Often has	understand a lot of what
	tongue. Only a few	to search for desired	is said, but he must
	serious phonological	meaning. Frequently	constantly seek
	errors, and several	fragmentary and halting	clarification. Cannot
	grammatical and lexical	delivery. Almost give up	understand many of the
	errors some of which	making the effort at	speaker' more complex
	cause confusing.	times. Limited range of	or longer sentences.
		expression.	
2	Pronunciation seriously	Long pauses while he	Only small bits (usually
	influenced by mother-	searches for desire	short sentences and
	tongue with errors	meaning. Frequently	phrases) can be
	causing a breakdown in	fragmentary and halting	understood and then with
	communication many	delivery. Almost give up	considerable effort by
	"basic" grammatical	making the effort at	someone who is to
	and lexical errors.	times. Limited range of	listening to the speaker.
		expression.	

1	Serious pronunciation	Full of long and	Hardly anything of what
	errors as well as many	unnatural pauses. Very	is said can be
	"basic" grammatical	halting and fragmentary	understood. Even when
	and lexical errors. No	delivery. At time gives up	the listeners make great
	evidence of having	making the effort. Very	effort or interruption.
	mastered any of the	limited range of	The speaker is unable to
	language approach and	expression.	clarity anything they
	areas practiced in the		seems to have said.
	course.		

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
В	80-89	Good
С	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
Е	Bellow 60	Failing/unnoticeable
		(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0

Palopo,.....2020

Mengetahui,

Researcher

MARWATI

Nim. 15 0202 0084

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah : SMPN 9 Palopo

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2018/2019

Kelas : VIII/ 6

Topik Pembelajaran : Drama

Alokasi Waktu : 2 x 45 menit

Pertemuan : 3

1. STANDAR KOMPETENSI

- Menghargai dan menghayatiajaran agama yang di anutnya
- Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri dalam berenteraksi secara efektif dengan

lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya.

2. KOMPETENSI DASAR

Menelah karakteristik unsur dan kaidah kebahasaan dalam teks drama yang berbentuk naska atau pentas.

3. INDIKATOR PENCAPAIAN KOMPETENSI

- Menentukan unsur-unsur drama
- Menanggapi pementasan drama
- Memerankan tokoh dari cuplikan naskah drama yang ada.

4. TUJUAN PEMBELAJARAN

- Siswa diharapkan mampu memerankan perananya masing-masing
- Siswa diharapkan mampu menelah unsur-unsur drama berdasarkan struktur dan kaidahnya.

5. MATERI PEMBELAJARAN

- Contoh Drama the meaning of a friendship
- Asking suggestion and giving suggestion
- Karakteristik naskah drama berdasarkan struktur dan kaidahnya.
- Cara menulis naskah drama dari karya yang sudah ada.

6. METODE PEMBELAJARAN

- Tanya jawab
- Diskusi
- Penugasan
- Latihan

7. LANGKAH-LANGKAH PEMBELAJARAN

- a. Kegiatan awal (15 menit)
 - Salam dan tegur sapa

- Berdoa sebelum belajar
- Mengecek kehadiran siswa
- b. Kegiatan inti (60 menit)
- Guru menjelaskan materi tentang speaking, pengertian drama unsur drama, jenis-jenis drama berdasarkan struktur dan kaidahnya.
- Guru memberitahukan siswa tentang judul drama yang akan di pelajari
- Guru akan membagi menjadi beberapa kelompok terdiri dari 4 sampai 5 dan mereka di tugaskan untuk mainkan peran masingmasing.
- Guru meminta setiap siswa memperbaiki hapalan.
- Guru meminta siswa untuk maju kepanggung, siswa dapat mengesploitasi ekspresi wajah, intonasi dan gerakan untuk menyampaikan makna yang dimaksud dari setiap karakter.
- Guru merekam atau membuat video hasil drama siswa.
 Guru memutar kembali video, para siswa dapat mengamati diri mereka sendiri memungkinkan mereka untuk meningkatkan kinerja mereka dan belajar dari kesalanhan mereka.
- c. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Meriview kembali hasil jawaban siswa.
 - Guru menyimpulkan butir-butir pokok materi yang telah dipelajari.
 - Guru menyampaikan tema materi pada pertemuan selanjutnya
 - Guru memberikan tugas sesuai materi yang telah dipelajari
 - Penutup dan salam

8. SUMBER/MEDIA PEMBELAJARAN

- Video
- Kamus

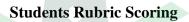
• Cuplikan naskah drama dengan menggunakan media kertas dalam bentuk dialog.

9. PENILAIAN

✓ Teamwork (kerja sama)

✓ Penilaian pengetahuan : Speaking

✓ Rubrik penilaian speaking.



Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only	Speaks without too great	Easy for the listener to
	very slightly influenced	an effort with a fairly	understand the speaker's
	by the mother-tongue.	wide range of expression.	intention and general
	Two or three minor	Searchers for word	meaning. Very few
	grammatical and lexical	occasionally but only one	interruptions
	errors.	or two pauses.	classification required.

	onunciation is slightly	Has to make an effort at	The speaker's intention
inf	luence by the	times to search for words.	and general meaning are
mo	other-tongue. A few	Nevertheless, smooth	fairly clear. A few
mi	nor grammatical and	delivery on the whole and	interruptions by listeners
lex	xical errors but most	only a few unnatural	for sake of clarification
utt	erance is correct.	pauses.	are necessary.
4 Pro	onunciation is still	Although he has to make	Most of what the speaker
mo	oderately influenced	an effort and search for	says is easy to follow.
by	the mother-tongue	words, there are not many	His intention is always
bu	t no serious	unnatural pauses. Fairly	clear but several
ph	onological errors. A	smooth. Delivery mostly.	interruptions are
fev	w grammatical and	Occasionally fragmentary	necessary to help him to
lex	cical errors some of	but succeeds in	convey massage or to
wh	nich cause confusing.	conveying the general	seek clarification.
		meaning. Fair range	
		expression.	
3 Pro	onunciation seriously	Has to make an effort for	The listener can
inf	luenced by mother	much of time. Often has	understand a lot of what
tor	ngue. Only a few	to search for desired	is said, but he must
ser	rious phonological	meaning. Frequently	constantly seek
err	ors, and several	fragmentary and halting	clarification. Cannot
gra	ammatical and lexical	delivery. Almost give up	understand many of the
err	rors some of which	making the effort at	speaker' more complex

	cause confusing.	times. Limited range of	or longer sentences.
		expression.	
2	Pronunciation seriously	Long pauses while he	Only small bits (usually
	influenced by mother-	searches for desire	short sentences and
	tongue with errors	meaning. Frequently	phrases) can be
	causing a breakdown in	fragmentary and halting	understood and then with
	communication many	delivery. Almost give up	considerable effort by
	"basic" grammatical	making the effort at	someone who is to
	and lexical errors.	times. Limited range of	listening to the speaker.
		expression.	
1	Serious pronunciation	Full of long and	Hardly anything of what
	errors as well as many	unnatural pauses. Very	is said can be
	"basic" grammatical	halting and fragmentary	understood. Even when
	and lexical errors. No	delivery. At time gives up	the listeners make great
	evidence of having	making the effort. Very	effort or interruption.
	mastered any of the	limited range of	The speaker is unable to
	language approach and	expression.	clarity anything they
	areas practiced in the		seems to have said.
	course.		

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
В	80-89	Good
С	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
Е	Bellow 60	Failing/unnoticeable
		(Brown 2004 n 287)

(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program version $20.0\,$

Palopo,.....2020

Mengetahui,

Researcher

MARWATI Nim. 15 0202 0084

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah : SMPN 9 Palopo

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2018/2019

Kelas : VIII/ 6

Topik Pembelajaran : Drama

Alokasi Waktu : 2 x 45 menit

Pertemuan : 4

1. STANDAR KOMPETENSI

- Menghargai dan menghayatiajaran agama yang di anutnya
- Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,
 peduli, santun, percaya diri dalam berenteraksi secara efektif dengan

lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya.

2. KOMPETENSI DASAR

Menelah karakteristik unsur dan kaidah kebahasaan dalam teks drama yang berbentuk naska atau pentas.

3. INDIKATOR PENCAPAIAN KOMPETENSI

- Menentukan unsur-unsur drama
- Menanggapi pementasan drama
- Memerankan tokoh dari cuplikan naskah drama yang ada.

4. TUJUAN PEMBELAJARAN

- Siswa diharapkan mampu memerankan perananya masing-masing
- Siswa diharapkan mampu menelah unsur-unsur drama berdasarkan struktur dan kaidahnya.

5. MATERI PEMBELAJARAN

- Contoh Drama Truthfully Friend
- Giving suggestion and giving suggestion
- Karakteristik naskah drama berdasarkan struktur dan kaidahnya.
- Cara menulis naskah drama dari karya yang sudah ada.

6. METODE PEMBELAJARAN

- Tanya jawab
- Diskusi
- Penugasan
- Latihan.

7. LANGKAH-LANGKAH PEMBELAJARAN

- a. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
- b. Kegiatan inti (60 menit)
- Guru menjelaskan materi tentang speaking, pengertian drama unsur drama, jenis-jenis drama berdasarkan struktur dan kaidahnya.
- Guru memberitahukan siswa tentang judul drama yang akan di pelajari
- Guru akan membagi menjadi beberapa kelompok terdiri dari 4 sampai 5 dan mereka di tugaskan untuk mainkan peran masingmasing.
- Guru meminta setiap siswa memperbaiki hapalan.
- Guru meminta siswa untuk maju kepanggung, siswa dapat mengesploitasi ekspresi wajah, intonasi dan gerakan untuk menyampaikan makna yang dimaksud dari setiap karakter.
- Guru merekam atau membuat video hasil drama siswa.
 Guru memutar kembali video, para siswa dapat mengamati diri mereka sendiri memungkinkan mereka untuk meningkatkan kinerja mereka dan belajar dari kesalanhan mereka
- c. Kegiatan akhir (15 menit)
- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.
- Guru menyimpulkan butir-butir pokok materi yang telah dipelajari
- Guru menyampaikan tema materi pada pertemuan selanjutnya
- Guru memberikan tugas sesuai materi yang telah dipelajari
- Penutup dan salam.

8. SUMBER/MEDIA PEMBELAJARAN

- Video
- Kamus

• Cuplikan naskah drama dengan menggunakan media kertas dalam bentuk dialog.

9. PENILAIAN

- ✓ Teamwork (kerja Sama)
- ✓ Penilaian pengetahuan : Speaking
- ✓ Rubrik penilaian speaking.

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only	Speaks without too great	Easy for the listener to
	very slightly influenced	an effort with a fairly	understand the speaker's
	by the mother-tongue.	wide range of expression.	intention and general
	Two or three minor	Searchers for word	meaning. Very few
	grammatical and lexical	occasionally but only one	interruptions
	errors.	or two pauses.	classification required.
5	Pronunciation is slightly	Has to make an effort at	The speaker's intention
	influence by the	times to search for words.	and general meaning are
	mother-tongue. A few	Nevertheless, smooth	fairly clear. A few
	minor grammatical and	delivery on the whole and	interruptions by listeners
	lexical errors but most	only a few unnatural	for sake of clarification
	utterance is correct.	pauses.	are necessary.

	D		
4	Pronunciation is still	Although he has to make	Most of what the speaker
	moderately influenced	an effort and search for	says is easy to follow.
	by the mother-tongue	words, there are not many	His intention is always
	but no serious	unnatural pauses. Fairly	clear but several
	phonological errors. A	smooth. Delivery mostly.	interruptions are
	few grammatical and	Occasionally fragmentary	necessary to help him to
	lexical errors some of	but succeeds in	convey massage or to
	which cause confusing.	conveying the general	seek clarification.
		meaning. Fair range	
		expression.	
3	Pronunciation seriously	Has to make an effort for	The listener can
	influenced by mother	much of time. Often has	understand a lot of what
	tongue. Only a few	to search for desired	is said, but he must
	serious phonological	meaning. Frequently	constantly seek
	errors, and several	fragmentary and halting	clarification. Cannot
	grammatical and lexical	delivery. Almost give up	understand many of the
	errors some of which	making the effort at	speaker' more complex
	cause confusing.	times. Limited range of	or longer sentences.
		expression.	
2	Pronunciation seriously	Long pauses while he	Only small bits (usually
	influenced by mother-	searches for desire	short sentences and
	tongue with errors	meaning. Frequently	phrases) can be
	causing a breakdown in	fragmentary and halting	understood and then with

	communication many	delivery. Almost give up	considerable effort by
	"basic" grammatical	making the effort at	someone who is to
	and lexical errors.	times. Limited range of	listening to the speaker.
		expression.	
1	Serious pronunciation	Full of long and	Hardly anything of what
	errors as well as many	unnatural pauses. Very	is said can be
	"basic" grammatical	halting and fragmentary	understood. Even when
	and lexical errors. No	delivery. At time gives up	the listeners make great
	evidence of having	making the effort. Very	effort or interruption.
	mastered any of the	limited range of	The speaker is unable to
	language approach and	expression.	clarity anything they
	areas practiced in the		seems to have said.
	course.		

IAIN PALOPO

The Classification Score for Test

	Score	C	lassificat	ion
A	90-100	E	xcellent	
В	80-89	G	ood	
С	70-79	A	dequate	
D	60-69	Iı	nadequate	/unsatisfactory
Е	Bellow 60	F	ailing/unr	oticeable
			(Brox	vn 2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0

Palopo,.....2020

Mengetahui,

Researcher

MARWATI Nim. 15 0202 0084

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah : SMPN 9 Palopo

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2018/2019

Kelas : VIII/ 1

Topik Pembelajaran : Give and Take Suggestion

Pertemuan : 1-4

1. STANDAR KOMPETENSI

- Menghargai dan menghayati ajaran agama yang di anutnya
- Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,
 peduli, santun, percya diri, dalam berentraksi secara efektif dengan lingkungan sosial.

2. KOMPETENSI DASAR

 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- Memahami tujuan, struktur teks, dan unsur kebahasan dari teks lisan dan tulisan untuk perkenalan diri, dengan sangat pendek dan sederhana.
- Menyebutkan ungkapan memberi dan menerima saran

3. INDIKATOR PENCAPAIAN KOMPETENSI

- Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan memberi saran
- Menyebutkan ungkapan menerima saran
- Merespon ungkapan sebab dan akibat
- Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan sebab dan akibat
- Menyebutkan ungkapan memberi saran dan menerima saran
- Merespon ungkapan memberi saran dan menerima saran

4. TUJUAN PEMBELAJARAN

- ➤ Siswa diharapkan mampu mengetahui pengertian giving suggestion dan asking suggestion
- > Siswa mampu menjelaskan dialog yang di berikan kepada guru

5. MATERI PEMBELAJARAN

a) Pengertian Asking Giving suggestion

Asking dan giving suggestion adalah ungkapan-ungkapan dalam bahasa inggri yang digunakan untuk mengespresikan cara meninta dan dan memberi saran kepada orang lain.

b) Bentuk-bentuk ungkapan

1. Asking suggestion (meminta saran)

- What should I do? (apa yang harus aku lakukan)
- Do you have any ideas? (apakah kamu mempunyai ide)
- ➤ Do you have any suggestion for me? (apakah kamu mempunyai saran untuk ku
- Can you tell me what I should do? (bisakah kamu katakan apa yang harus aku lakukan)
- > Do you have any advice for me? (apakah kamu punya nasehat untukku)
- ➤ Will you give me some suggestion, please? (maukah kamu memberiku beberapa saran)
- Any idea? (ada ide?)

2. Giving suggestion (memberi saran)

- > You should... PA LOPO
- ➤ You need/ ought to...
- You had better...
- > I think you should
- ➤ I advise you to...
- ➤ I suggest you to...

➤ I suggest that you...

> I recommended you to

3. Short dialogue about Asking and giving suggestion

Dialogue 1

Abdul salam : hi afriliya...?

Afriliya : hi salam..

Abdul salam : why you look sad?

Afriliya : I am comfused?

Abdul salam : why confused? Do you have a problem?

Afriliya : I havent't been able to pay the school

administration. Do you have any advice to me?

Abdul salam : I think you should ask dispensation to the school

Afriliya : it's good idea. Thanks salam...

Abdul salam : you're welcome

Dialogue 2

Agnel: Hi anugrah, how are you today?

Anugrah : I feel disappointed

Agnel : what's wrong with you?

Anugrah : I god bad mark english examination yesterday

Agnel : Don't be sad. I'm certain you can get mark better next time

and you should study hard.

Anugrah : thank you for your suggestion

Angnel: it's ok. Don't mention it

c) Pengertian cause and effect

Cause and effect atau dalam bahasa indonesianya disebut juga

dengan sebab-akibat, merupakan salah satu materi terpenting dalam

tutorial bahasa inggris. Kita dapat menjumpai cause-effect ini dalam

berbagai contoh kalimat mupun contoh percakapan.

Cause and effect merupakan konsep yang melukiskan hubungan

dua atau lebih situasi yang saling menyebabkan dan disebabkan oleh

satu dengan yang lainya. " Cause" menceritakan tentang mengapa

sesuatu terjadi, dan" effect" berbicara mengenai apa yang terjadi.

Dialog 1

Aprianto: Hai assiva...

Assiva : Hai aprianto...

Aprianto: How are you?

Assiva

: I am fine. How about you?

Aprianto: I am fine too. What are you doing here?

Assiva

: I was hungry so I bought some food on the cafataria.

Aprianto: Oh...

: aprianto you look very happy today

Aprianto : of course, today is my birthday. Therefore, I'm so happy

Assiva

: really? Happy birthay aprianto wish you all the best.

Aprianto: thanks assiva. By the way. Why os your friend running on the

field?

Assiva : he didn't to his homework, as a result the teacher punished him.

Aprianto : oh my god I didn't finish my homework either, because last night I over slept

Assiva : Go back to class and finish it ringh now.

Aprianto: Oke assiva, see you later

Assiva : By aprianto, see you..

6. METODEPEMBELAJARAN

▲ Metode : Ceramah, Diskusi dan Penugasan.

7. LANGKAH-LANGKAH PEMBELAJARAN

- a. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan di pelajari

b. Kegiatan inti (60 menit)

1. Pertemuan Pertama

- Guru menyiapkan fasilitas yang telah digunakan dalam proses pembelajaran
- Guru memberi materi tentang give and take suggestion

- Guru bertanya kepada siswa apakah meraka telah mengerti dengan penjelasan materi yang diberikan
- Selanjutnya setelah siswa mengerti dengan materi yang telah di jelaskan, guru memberikan contoh dialog tentang give and take suggestion
- Guru kembali bertanya kepada siswa apakah meraka telah mengerti dengan contoh yang diberikan
- Ketika siswa telah mengeri guru membagi siswa dalam bentuk kelompok, setiap kelompok terdiri dari 4-5 orang
- Guru meminta setiap kelompok untuk membuat atau merangkai percakapan yang berhubungan dengan take dan give suggestion
- Setelah itu ketika siswa telah selesai membuat percakapan guru meminta kepada setiap kelompok untuk mengumpulkan hasil percakapan yang telah dirangkai sebelumnya.
- Guru mengambil vudeo saat proses dialog berlangsung.
- Guru mengecek dan menilai sesuai dengan hasil percakapan yeng telah dibuat.

2. Pertemuan Kedua

- Guru menyiapkan fasilitas yang telah digunakan dalam proses pembelajaran.
- Guru menjelaskan kembali materi yang telah diberikan pada pertemuan sebelumnya.

- Guru meminta kepada siswa untuk membentuk kelompok sesuai dengan kelompok yang telah dibentuk sebelumnya
- Setelah itu guru meminta kepada setiap kelompok untuk berdiolog sesuai dengan percakapan yang telah dibuat pada pertemuan sebelumnya
- Peneliti mengambil video saat proses percakapan berlangsung
- Guru mengecek dan menilai sesuai dengan hasil percakapan yang telah dibuat.

3. Pertemuan Ketiga

- Guru menyiapkan fasilitas yang telah digunakan dalam proses pembelajaran
- Guru memberi materi tentang dialog cause and effect
- Guru bertanya kepada siswa apakah mereka telah mengeri dengan penjelasan materi yang telah diberikan
- Setelah mereka mengerti dengan materi yang telah di jelaskan, guru memberikan contoh dialog tentang cause and effect
- Setelah itu guru kembali bertanya kepada siswa apakah mereka
 telah mengeri dengan contoh yang diberikan
- Ketika siswa telah mengeri guru membagi siswa dalam bentuk kelompok. Setiap kelompok terdiri dari 4 sampai 5 orang
- Kemudian kemudian guru meminta kepada setiap kelompok untuk membuat atau merangkai percakapan yang berhubungan dengan cause and effect

- Setelah itu ketika siswa telah selesai membuat percakapan guru meminta kepada setiap kelompok untuk mengumpulkan hasil percakapan yang telah dirangkai sebelumnya.
- Kemudian guru mengambil video saat proses dialog berlangsung
- Guru mengecek dan menilai sesuai dengan hasil percakapan yang telah dibuat.

4. Pertemuan Keempat

- Guru menyiapkan fasilitas yang telah digunakan dalam proses pembelajaran.
- Guru menjelaskan kembali materi yang telah diberikan pada pertemuan sebelumnya.
- Guru meminta kepada siswa untuk membentuk kelompok sesuai dengan kelompok yang telah dibentuk sebelumnya
- Setelah itu guru meminta kepada setiap kelompok untuk berdiolog sesuai dengan percakapan yang telah dibuat pada pertemuan sebelumnya
- Peneliti mengambil video saat proses percakapan berlangsung
- Guru mengecek dan menilai sesuai dengan hasil percakapan yang telah dibuat.

c. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan.

8. SUMBER/MEDIA PEMBELAJARAN

1. Media

Powerpoint, gambar, kamus

2. Alat

Laptop, spidol / boardmarket

9. PENILAIAN PENILAIAN

- Teamwork (kerja Sama)
- Penilaian pengetahuan: Speaking
- Rubrik penilaian speaking.

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
	Pronunciation is only	Speaks without too great	Easy for the listener to
6	very slightly influenced	an effort with a fairly	understand the speaker's
	by the mother-tongue.	wide range of expression.	intention and general
			C
	Two or three minor	Searchers for word	meaning. Very few
	grammatical and lexical	occasionally but only one	interruptions
	errors.	or two pauses.	classification required.

mother-tongue. A few Nevertheless, smooth fairly clear	ral meaning are ar. A few
	ar. A few
minor grammatical and delivery on the whole and interruption	
	ons by listeners
lexical errors but most only a few unnatural for sake o	of clarification
utterance is correct. pauses. are necess	sary.
4 Pronunciation is still Although he has to make Most of w	what the speaker
moderately influenced an effort and search for says is ear	sy to follow.
by the mother-tongue words, there are not many His intent	tion is always
but no serious unnatural pauses. Fairly clear but s	several
phonological errors. A smooth. Delivery mostly. interruption	ons are
few grammatical and Occasionally fragmentary necessary	to help him to
lexical errors some of but succeeds in convey m	assage or to
which cause confusing. conveying the general seek clari-	fication.
meaning. Fair range	
expression.	
3 Pronunciation seriously Has to make an effort for The listen	ner can
influenced by mother much of time. Often has understan	d a lot of what
tongue. Only a few to search for desired is said, but	it he must
serious phonological meaning. Frequently constantly	y seek
errors, and several fragmentary and halting clarificati	on. Cannot
grammatical and lexical delivery. Almost give up understan	d many of the
errors some of which making the effort at speaker's	more complex

	cause confusing.	times. Limited range of	or longer sentences.
		expression.	
2	Pronunciation seriously	Long pauses while he	Only small bits (usually
	influenced by mother-	searches for desire	short sentences and
	tongue with errors	meaning. Frequently	phrases) can be
	causing a breakdown in	fragmentary and halting	understood and then with
	communication many	delivery. Almost give up	considerable effort by
	"basic" grammatical	making the effort at	someone who is to
	and lexical errors.	times. Limited range of	listening to the speaker.
		expression.	
1	Serious pronunciation	Full of long and	Hardly anything of what
	errors as well as many	unnatural pauses. Very	is said can be
	"basic" grammatical	halting and fragmentary	understood. Even when
	and lexical errors. No	delivery. At time gives up	the listeners make great
	evidence of having	making the effort. Very	effort or interruption.
	mastered any of the	limited range of	The speaker is unable to
	language approach and	expression.	clarity anything they
	areas practiced in the		seems to have said.
	course.		

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
В	80-89	Good
С	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable
		(Brown 2004 p 287)

(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0

Palopo,.....2020

Mengetahui, Researcher

Marwati

Nim. 15 0202 0084



SPSS

1. The analysis score of students' control class and experimental class in pretest.

The Classifications of Students' Score in Control Class of Pre Test At VIII 1

No	Respondents		Classific	eations	Total	Students' Score	Classifications
		Accuracy	Fluency	Comprehensibility		Score	
1	R1	2	3	3	5	28	Failing/Unnacceptable
2	R2	3	2	3	5	28	Failing/Unnacceptable
3	R3	3	4	3	8	44	Failing/Unnacceptable
4	R4	3	2	2	4	22	Failing/Unnacceptable
5	R5	3	3	2	5	28	Failing/Unnacceptable
6	R6	3	2	2	4	22	Failing/Unnacceptable
7	R7	3	3	2	5	28	Failing/Unnacceptable
8	R8	4	4	2	8	44	Failing/Unnacceptable
9	R9	3	4	4	8	44	Failing/Unnacceptable
10	R10	4	4	3	8	44	Failing/Unnacceptable
11	R11	2	3	2	5	28	Failing/Unnacceptable
12	R12	3	3	2	5	28	Failing/Unnacceptable
13	R13	2	3		5	28	Failing/Unnacceptable
14	R14	3	2	3	5	28	Failing/Unnacceptable
15	R15	3	3	2	6	33	Failing/Unnacceptable
16	R16	3	3	3	5	28	Failing/Unnacceptable
17	R17	3	3	4	6	33	Failing/Unnacceptable
18	R18	3	2	3	5	28	Failing/Unnacceptable
19	R19	3	4	4	8	44	Failing/Unnacceptable

20	R20	2	3	2	4	22	Failing/Unnacceptable
21	R21	4	4	3	9	50	Failing/Unnacceptable
22	R22	3	3	3	6	33	Failing/Unnacceptable
23	R23	2	3	4	5	28	Failing/Unnacceptable
24	R24	3	4	3	8	44	Failing/Unnacceptable
25	R25	3	3	2	6	33	Failing/Unnacceptable
26	R26	3	2	2	4	22	Failing/Unnacceptable
27	R27	2	3	2	4	22	Failing/Unnacceptable
28	R28	3	3	2	5	28	Failing/Unnacceptable
29	R29	2	3	3	5	28	Failing/Unnacceptable
30	R30	2	3	2	4	22	Failing/Unnacceptable

The Classifications of Students' Score in Experimental class of Pre Test At VIII 6

No	Respondents		Classific	ations	Total	Students'	Classifications
110	Respondents	Accuracy	Fluency	Comprehensibility	Total	Score	Classifications
	R1	4	4	4	12	67	Inadequate/unsatisfactory
1						07	madequate/unsatisfactory
2	R2	4	3	4	11	61	Inadequate/unsatisfactory
3	R3	3	2	2	7	39	Failing/Unacceptable
3	R4	3	2	2	7		
4						39	Failing/Unacceptable
_	R5	3	3	2	8	44	Failing/Unacceptable
5	R6	2	2	2	6		C 1
6	KO					33	Failing/Unacceptable
7	R7	3	3	3	9	50	Failing/Unacceptable
/	R8	2	2	2	6		
8	110	-	_	_		33	Failing/Unacceptable
	R9	2	2	2	6	33	Failing/Unacceptable
9							т шинд описсершоге
10	R10	3	3	2	9	50	Failing/Unacceptable
10	R11	3	3	2	8	44	Egiling/Ungggentahla
11						44	Failing/Unacceptable
12	R12	3	3	2	8	44	Failing/Unacceptable
	R13	3	3	2	8	44	Failing/Unacceptable
13							

14	R14	3	3	3	9	50	Failing/Unacceptable
15	R15	2	3	3	8	44	Failing/Unacceptable
16	R16	2	3	3	8	44	Failing/Unacceptable
17	R17	2	2	3	7	39	Failing/Unacceptable
18	R18	2	2	2	6	33	Failing/Unacceptable
19	R19	2	2	1	5	28	Failing/Unacceptable
20	R20	2	2	2	6	33	Failing/Unacceptable
21	R21	2	1	1	4	22	Failing/unacceptable
22	R22	2	3	2	6	33	Failing/Unacceptable
23	R23	3	2	3	8	44	Failing/Unacceptable
24	R24	2	2	3	7	39	Failing/Unacceptable
25	R25	2	3	2	7	39	Failing/Unacceptable
26	R26	3	3	2	8	44	Failing/Unacceptable
27	R27	3	3	3	9	50	Failing/Unacceptable
28	R28	3	2	3	8	44	Failing/Unacceptable
29	R29	3	3	3	8	44	Failing/unacceptable
30	R30	3	3	2	8	44	Failing/Unacceptable

2. The analysis score of students' control class and experimental class in post-test.

The Classifications Of Students' Score in Control Class of Post Test at VIII 1

No Respondents		Classifications				Students'	Classifications
110	Respondents	Accuracy	Fluency	Comprehensibility	Total	Score	Classifications
1	R1	2	3	3	8	44	Failing/Unacceptable
2	R2	3	2	3	8	44	Failing/Unacceptable
3	R3	3	4	3	10	56	Failing/Unacceptable
4	R4	3	2	2	7	39	Failing/Unacceptable

5	R5	3	3	2	8	44	Failing/Unacceptable
6	R6	3	2	2	7	39	Failing/Unacceptable
7	R7	3	3	2	8	44	Failing/Unacceptable
8	R8	4	4	2	10	56	Failing/Unacceptable
9	R9	3	4	4	11	61	Inadequate/unsatisfactory
10	R10	4	4	3	11	61	Inadequate/unsatisfactory
11	R11	2	3	2	7	39	Failing/Unacceptable
12	R12	3	3	2	8	44	Failing/Unacceptable
13	R13	2	3	3	8	44	Failing/Unacceptable
14	R14	3	2	3	8	44	Failing/Unacceptable
15	R15	3	3	2	8	44	Failing/Unacceptable
16	R16	3	3	3	9	50	Failing/Unacceptable
17	R17	3	2	4	10	56	Failing/Unacceptable
18	R18	3	4	3	8	44	Failing/Unacceptable
19	R19	3	3	4	11	61	Inadequate/unsatisfactory
20	R20	2	4	2	7	39	Failing/Unacceptable
21	R21	4	3	3	11	61	Inadequate/unsatisfactory
22	R22	3	3	3	9	50	Failing/Unacceptable
23	R23	2	4	4	9	50	Failing/Unacceptable
24	R24	3	3	3	10	56	Failing/Unacceptable
25	R25	3	2	2	8	44	Failing/Unacceptable
26	R26	Δ3	3	2_0	7	39	Failing/Unacceptable
27	R27	2	3	2	7	39	Failing/Unacceptable
28	R28	3	3	2	8	44	Failing/Unacceptable
29	R29	2	3	3	8	44	Failing/Unacceptable
30	R30	2	3	2	7	39	Failing/Unacceptable

The Classifications of Students' Score in Experimental class of Post Test at Class of VIII 6

R1 Accuracy Fluency Comprehensibility R1 5 4 6 R2 4 4 4 R3 4 3 3 R4 4 3 3 R5 4 4 3 S 8 3 3 R7 4 4 4 R8 3 3 3 R9 4 4 3 R10 4 4 3	Total 15 12 10 10 11 9 12 9	Students' Score 83 67 56 51 50 67	Classifications Good Inadequate/unsatisfactory Failing/Unacceptable Failing/Unacceptable Inadequate/unsatisfactory Failing/Unacceptable
R1	12 10 10 11 9	67 56 56 61 50	Inadequate/unsatisfactory Failing/Unacceptable Failing/Unacceptable Inadequate/unsatisfactory
R2 4 4 4 4 3 3 3 3 3 3 4 4 3 3 3 3 4	10 10 11 9 12	67 56 56 61 50	Inadequate/unsatisfactory Failing/Unacceptable Failing/Unacceptable Inadequate/unsatisfactory
2 R3 4 3 3 3 4 3 3 4 4 3 3 3 4 4 4 4 4 4	10 10 11 9 12	56 56 61 50	Failing/Unacceptable Failing/Unacceptable Inadequate/unsatisfactory
R3 4 3 3 3 4 3 4 3 3 4 4 3 4 4 4 4 4 4 4	10 11 9	56 61 50	Failing/Unacceptable Inadequate/unsatisfactory
4 R5 4 4 3 3 5 8 R6 3 3 3 3 3 8 8 R9 4 4 3 9 R10 4 4 3	11 9 12	61 50	Inadequate/unsatisfactory
R5 4 4 3 3 6 R6 3 3 3 3 3 6 R7 4 4 4 4 7 R8 3 3 3 3 3 8 8 R9 4 4 4 3 9 R10 4 4 3 3	9	50	
6 R7 4 4 4 4 7 R8 3 3 3 3 8 8 R9 4 4 3 9 R10 4 4 3	12		Failing/Unacceptable
7 R8 3 3 3 8 8 9 PR10 4 4 3 3		67	
8 R9 4 4 3 R10 4 4 3	9		Inadequate/unsatisfactory
9 R10 4 4 3		50	Failing/Unacceptable
	11	61	Inadequate/unsatisfactory
10	11	61	Inadequate/unsatisfactory
R11 4 4 3	11	61	Inadequate/unsatisfactory
R12 4 4 3	11	61	Inadequate/unsatisfactory
R13 4 4 4	12	67	Inadequate/unsatisfactory
R14 3 4 2	9	50	Failing/Unacceptable
R15 4 3 2	9	50	Failing/Unacceptable
R16 3 3 4	10	56	Failing/Unacceptable
R17 4 4 4 4 17	12	67	Inadequate/unsatisfactory
R18 3 3 2	8	44	Failing/Unacceptable
R19 3 3 3	9	50	Failing/Unacceptable
R20 3 3 3	9	50	Failing/Unacceptable
	10	56	Failing/Unacceptable
R22 3 3 3 3	9	50	Failing/Unacceptable
	10	56	Failing/Unacceptable
	11	61	Inadequate/unsatisfactory

25	R25	4	4	4	12	67	Inadequate/unsatisfactory
26	R26	4	3	4	11	61	Inadequate/unsatisfactory
27	R27	4	4	4	12	67	Inadequate/unsatisfactory
28	R28	4	4	3	11	61	Inadequate/unsatisfactory
29	R29	3	3	4	10	56	Failing/Unacceptable
30	R30	4	3	2	10	56	Failing/Unacceptable

3. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Students' score of pretest and posttest in experimental and control class

NO.	Students' Name	Experime	ental class	Control	Control Class		
NO.		Pre Test	Post Test	Pre Test	Post Test		
1	R1	67	83	28	44		
2	R2	61	67	28	44		
3	R3	39	56	44	56		
4	R4	39	56	22	39		
5	R5	44	61	28	44		
6	R6	33	50	22	39		
7	R7	50	67	28	44		
8	R8	33	50	44	56		
9	R9	33	61	44	61		
10	R10	50	61	44	61		
11	R11	44	61	28	39		
12	R12	44	61	28	44		
13	R13	44	67	28	44		

14	R14	50	50	28	44
15	R15	44	50	33	44
16	R16	44	56	28	50
17	R17	39	67	33	56
18	R18	33	44	28	44
19	R19	28	50	44	61
20	R20	33	50	22	39
21	R21	22	56	50	61
22	R22	33	50	33	50
23	R23	44	56	28	50
24	R24	39	61	44	56
25	R25	39	67	33	44
26	R26	44	61	22	39
27	R27	50	67	22	39
28	R28	44	61	28	44
29	R29	44	56	28	44
30	R30	44	56	22	39

The Mean Score and Standard Deviation of Students' Pretest and Posttest in experimental and control class

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestexp	30	4	12	7.57	.298	1.633

Posttestexp	30	8	15	10.53	.261	1.432
Valid N (listwise)	30					

Descriptive Statistics

	N	Minimum	Maximum	Me	ean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretestexp	30	4	12	7.57	.298	1.633
Posttestexp	30	8	15	10.53	.261	1.432
Valid N (listwise)	30					



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: 15 0202 0084

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: VIII (Delapan)

Program Studi

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: Ujian Munaqasyah

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NIP 197710132005012006

Palopo, 06 Juli 2020

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd. NIP 198603272018011001

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Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama: Marwati

Nim : 15 0202 0084

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 26 Februari 2020

Ketua Prodi Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum NIP.19771013 200501 2 006



FAKULTAS TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo E-mail: stainplp@indosat.net.id

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Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama

: Marwati

Nim

: 15 0202 0084

Program Studi

: Pendidikan Bahasa Inggris

Fakultas

: Fakultas Tarbiyah dan Ilmu Keguruan

Alamat / No. HP

: Jl. Agatis / 082 298 120 356

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a.n. Dekan Wakil Dekan I

Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 01 Juli 2019 Ketua Prodi

Pendidikan Bahasa Inggris

Muniv Yusuf, S.Ag., M.Pd NIP, 19740602 199903 1 003

PALO

Amalia Yahya, S.R., M.Hum NP. 19771013 200501 2006

Who you dapat membaca Al-Qur'an



PEMERINTAH KOTA PALOPO DINAS PENDIDIKAN SMP NEGERI 9 PALOPO



Alamat: Jalan Dr.Ratulangi Km.11 Kota Palopo

SURAT KETERANGAN

Nomor: 421. 3/624/SMPN.09/I/2020

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 9 Palopo menerangkan dengan sesungguhnya bahwa:

Nama

: MARWATI

NIM

: 1502020084

Tempat /tgl lahir: Lambarese, 07 Juli 1998

Jenis Kelamin

: Perempuan

Yang bersangkutan telah selesai melakukan penelitian dari tanggal 01 November 2019 s/d 01 Januari 2020 pada SMP Negeri 9 Palopo, guna Penyusunan Skripsi dengan judul:

"IMPROVING STUDENT'S SPEAKING SKILL THROUGH DRAMA AT THE EIGHTH GRADE OF SMP NEGERISPALOPO ".

Demikian surat keterangan ini kami berikan pada yang bersangkutan untuk dipergunakan sebagaimana mestinya

> alopo, 29 Januari 2020 la Sekolah. **9**720412 199702 1 001







PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat ; Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048



IZIN PENELITIAN

NOMOR: 1363/IP/DPMPTSP/XI/2019

DASAR HUKUM:

Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;

2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014:

3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;

4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama

Jenis Kelamin

: MARWATI

Alamat

: Perempuan

Pekeriaan

: Jl. Agatis Balandai Kota Palopo

NIM

: Mahasiswa : 15 0202 0084

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENT'S SPEAKING SKILL THROUGH DRAMA AT THE EIGHTH GRADE OF SMPN 9 PALOPO

Lokasi Penelitian

: SMP NEGERI 9 PALOPO

Lamanya Penelitian

: 01 November 2019 s.d. 01 Januari 2020

DENGAN KETENTUAN SEBAGAI BERIKUT:

- 1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
- 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
- 4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuanketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal: 04 November 2019

a.n. Kepala Dinas Penanaman Modal dan PTSP

🎙 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP

Pangkat : Penata

NIP 19780805 201001 1 014

Tembusan:

- Kepala Badan Kesbang Prov. Sul-Sel;
- Walikota Palopo
- 3. Dandim 1403 SWG
- Kapolres Palopo
- 5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
- 6. Kepala Badan Kesbang Kota Palopo
- Instasi terkait tempat dil

DOCUMENTATIONS

1. Pretest in Experimental class





2. Treatment of Drama





3. Treatment about Give and take suggestion





4. Posttest in Experimental class





Class VIII 1





Class VIII 6



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