THE USE OF DRAMA IN IMPROVING THE STUDENTS' SPEAKING ABILITY
(A Classroom Action Research at the Eight Grade Students of SMP Nasional Makassar)

A THESIS

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HARMAWATI

MOTTO

"WITH EVERY DIFFICULTY THERE IS RELIEF.
AND, THE LUCKIEST ONES ARE IF THEY GET
DIFFICULTY, THEY ARE PATIENT; IF THEY GET
PLEASURE, THEY ARE THANKFUL."

ABSTRACT

Harmawati. 2017. *The Use of Drama in Improving the Students' Speaking Ability at the Eight Grade Students of SMP Nasional Makassar (A Classroom Action Research).* Thesis English Department. The Faculty of Teacher Training and Education. Makassar Muhammadiyah University. (Guided by Ratna Dewi and Amar Ma'ruf)

The main objective of this research was how Drama Technique used to improve the students speaking ability in terms of accuracy (pronunciation) and fluency (smoothness) at the Eight Grade Students of SMP Nasional Makassar.

The researcher applied Classroom Action Research design which was divided into two cycles and each cycle consisted of four meetings. The researcher procedures of each cycle consisted of planning, action, observation and reflection. A number of the research subject were 42 students in VIII C class.

Speaking test was given in diagnostic test, cycle I and cycle II. It was done to see the students' improvement of the students' speaking ability before and after applying Drama technique. The result of this research showed the students' mean score of the students speaking ability terms of pronunciation was 68.83 in cycle I and 76.43 in cycle II. From cycle I to cycle II improved, the students' mean score improved 11.04%. The students' mean score of speaking ability in term of smoothness in cycle I was 70.36 and 77.11 in cycle II. From cycle I to cycle II, the students' mean score improved 9.59%. The students' speaking mean score both pronunciation and smoothness in cycle I was 69.58 and 76.77 in cycle II. The students' mean score from cycle I to cycle II improved 10.33%.

Therefore, it can be concluded that Drama technique improved the students' speaking ability in terms of pronunciation and smoothness at the Eight Grade Students of SMP Nasional Makassar.

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Researcher

HARMAWATI

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CHAPTER I

INTRODUCTION

A. Background

Speaking is one of English abilities that is crucial to be mastered by junior high school students. The ability to speak English is important for the students' future career. Looking to the students' future, being able to speak in English is essential for the students when they seek for a job particularly in the international companies. Even in the management job, it requires an ability to speak in English. So that it is important for students master in speaking English since early (Chukueggu, 2012).

Learning to speak in English for junior high school students is aimed to make students able to express meanings in transactional and interpersonal languages in their daily life. Transactional conversation is conducted for information exchange such as interviews, role plays and debate. While interpersonal conversation is to maintain social relationship such as personal interviews or casual conversation. It is expected that the students can do both transactional and interpersonal conversation in their daily life to fulfil social interaction to the society by using English (Bobkina, 2014)

To achieve the aim of learning speaking, the students have to be more active during teaching speaking process. The students have to speak up actively and involve more on the learning process in class. Nevertheless, what the researcher found when did observation in SMP Nasional Makassar in academic year 2016/2017 was some students were passive during learning speaking process.

The students were less active in speaking English. Their speaking ability was still

low;

they were difficult to pronounce words correctly. What they said sometimes could not be understood well by the other students. That was what made the students chose to be passive in classroom and preferred using their first language (Fuentes, 2010).

The students' problem in speaking English can be solved by applying an appropriate technique. One of the techniques that can be applied in teaching speaking is drama technique. In addition, drama technique allows students to learn and practice speaking English more through drama scripts. Learning and practicing conversation on their script repetitious help students to improve their speaking in terms of pronunciation and fluency quality (Effendi, 2015).

Some studies support the benefits of drama technique in language teaching. Iamsaard and Kerdpol in in their study (2015:76) stated that using drama increased the students' speaking skill. They investigated the effect of dramatic activities on improving English communicative skills of the eleventh grade students. The result of their study was the students were able to speak English for communication through drama technique. The students learnt conversations and expressions from their drama script and they applied those conversations and expression into their daily activity to communicate with others.

Rew and Moon in their investigation (2013:235) stated that English drama actually help students of primary school acquire English expressions. They investigated how much primary school students learnt expressions that appeared in the drama script. The students were given drama script which consisted of 37 expressions to learn and practice. The students were aware of 6.33 expressions before drama activities and 13.79 after the activities. They found the students

learnt expressions from the drama script. They adopted the expressions when they encounter new situation in their daily life. There have been many studies in investigating the use of drama technique in language teaching. However, there is no investigation which use drama technique in teaching English to improve speaking skill in terms of accuracy covers pronunciation and fluency covers smoothness which is matched with the drama function –to make students working on the script, they should treat as it well; appropriate stress, intonation and speed. In this case, this research would present the study of how was drama technique implemented in teaching speaking in terms of accuracy covers pronunciation and fluency covers smoothness. Therefore, the researcher tried to investigate "The use of drama in improving the students' speaking ability at SMP Nasional Makasar".

B. Problem Statement

Based on the background above, the researcher formulated the research question as follows: "How does Drama technique improve students' speaking ability in terms of accuracy deals with pronunciation and fluency deals with smoothness at the eight grade students of SMP Nasional Makassar?"

C. Objective of The Research

The objective of this study was to find out how Drama technique improved the students' speaking ability in terms of pronunciation and smoothness at the eight grade students of SMP Nasional Makassar.

D. Significance of The Research

There were three significance of this research:

1. significance for the Students

It was expected that the students get knowledge and insight that drama technique was able to use in improving pronunciation and smoothness in speaking English.

2. Significance for the Teacher

It was hoped that the drama technique could be used by other teachers to solve the students' problem in speaking English.

3. Significance for the Next Researcher

This research could be used as reference by the next researcher especially of the matter which related to this research.

E. Scope of The Study

This study was limited to the use of drama technique in improving the students' speaking ability at the eight grade students of SMP Nasional Makassar. It focused on the students' speaking accuracy deals with pronunciation and fluency deals with smoothness.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There were some researchers have investigated the same topic with this research. Some of the researchers are cited briefly as follows:

According to Bobkina (2014) in her thesis *Drama techniques to enhance speaking abilitys and motivation in the EFL secondary classroom,* she stated that working on the drama project, students have shown their willingness and desire to communicate. They know how this language is nowadays indispensable in everyone's career and future life projects. Drama activities offered the perfect tools to accomplish that, involving both the learner's intellectual and emotional sphere, and aiming to create a meaningful, pleasant and low-stress atmosphere.

According to Mansour, Abdelrahman, and Abdalla (2013) in their thesis *The Effect of Using Drama on Improving Preparatory Year Students' Oral Proficiency at Al-Imam Muhammad Ibn Saud Islamic University,* they stated that teaching drama did affect the students' oral proficiency. They said that these dramatic techniques provide second-language learners with experiences in the speaking of English, embedded in the context of meaningful communication. In addition, this technique helped the students to practice the English language orally and communicatively.

Chukueggu (2012) in his thesis *The Use of Drama and Dramatic Activities in English Language Teaching,* he said that drama is a useful teaching strategy which promotes communication skills, problem-solving skills, multisensory

learning, self-confidence, social skills, etc. Drama quickens the interest, imagination and creativity of students which gives students the opportunity to use their natural abilities, as well as their whole personality and gives students practice in the use of supra-segmental and prosodic features of language. Drama is therefore an indispensable tool in language teaching.

Listanto, Hamzah, Machmoed and Arafah (2010) in their thesis *Interactive Drama as A Teaching Strategy to Improve Students' Compentence in Speaking,* they concluded that the text types of interactive drama are justifiable to improve students' competence in speaking and it also increase students' interest in speaking.

Those are some findings about the use of drama in teaching speaking. Based on that statements above, it can be concluded that the drama technique has a good affect to the students' oral proficiency. It did improve students' communication and cooperating. The students are working in a group, but given the students same opportunity to participate well in learning process. This make students enjoyed throughout learning process.

B. Concept of Speaking

There are four skills taught in teaching English. One of them is speaking. Speaking is an active productive skill and seen as a complex skill that involves the knowledge of sounds, structures, vocabularies and culture subsystems of language.

According to Kayi (2006:1) that speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of

teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Thornbury (2005:25), speaking is a skill, an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

Furthermore, Fattah (2006:34) stated that speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener.

a) Skills of Speaking

Speaking is skill that needs to be developed and practice. That's a part of daily life, but this skill is a complex one. It's not easy to be master at all since it has some components. Brown (2001:271) proposes a list of macro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

1. Produce chunks of language of different lengths.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8. Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

b) The Problem of Speaking

According to Mahmoud (2016:101) that there are some students' problems in speaking English, namely:

1. Fear of mistake

   The students are afraid of making mistake when they speak English; afraid of pronounce words wrongly. The students also fear of being laughed by other students and being criticized by the teacher.

2. Shyness

   Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking.

3. Anxiety

   Anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. The students' anxiety influences the students' speaking performance.

4. Lack of confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

5. Lack of motivation

No matter what kinds of motivation the learners possess it will enhance their study interest. The students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

Munjayanah (2004:17) also cited that students have some problems in speaking English. The following problems below:

a) Inhibition

The learners are inhibited about trying to say thing in foreign language in the classroom; worried and shy making mistakes of pronouncing words.

b) Nothing to say

The students have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c) Low or uneven participation

This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

d) Mother tongue use

Most of the students are not disciplined in using the target language in the learning process.

C. Drama Technique in Language Teaching

Effendi (2015:72) states that drama technique is a powerful language teaching tool that involves all of the students interactively all of the class period. Schewe and Scott (2013:60) that while in past centuries and decades modern language teachers might have used elements of play in their teaching, it is especially since the 1990s that the discipline of drama in education has become an important reference discipline for the modern languages, leading to the development of innovative concepts of language teaching and learning. This indicates that using drama technique in language teaching is not new. It has been used for the last over a century and has been used in many names such as creative play activities, drama technique, drama activities or even musical drama.

Fuentes (2010:322) also states that the use of drama techniques and activities in the classroom provides exciting opportunities for second language learners to use the language in concrete "situation." Drama technique becomes a powerful teaching and learning tool with profound positive effects on the students' cognitive, social, emotional, and physical development. The benefits of regular use of drama techniques can merge into all school subjects and everyday life (Prochazka, 2009:7)

Relating to the some experts' statements above, it can be concluded that drama technique in teaching English is bringing the students to the real life. It

gives the students more opportunity to involve actively on the learning process. Drama technique in language teaching can offer students a wide range of opportunities that is to enhance students' communication skills, motivation, confidence, problem solving skills. Resemblance with a study of EFL students in Singapore by Stinson and Freebody (2004:7) indicated that students felt much more confident speaking English as a result of participating in an English speaking drama program, and most of them expressed a desire to continue to participate in a drama program.

D. Drama Benefits in Language Teaching

Some experts support drama technique benefits in language teaching. Accroding to Boudreault (2010:2) that drama technique puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the student centered classroom, every student is a potential teacher for the group.

Desiatova (2009:3) pointed out some benefits of using drama technique in language teaching as follows:

a) It causes learners in using the language for genuine communication and real life purposes.

b) It makes language learning an active, motivating experience.

c) It gives confidence and self-esteem to learners in using the language spontaneously.

d) It brings the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content).

e) It helps the students in acquiring the language through play, make-believe and meaningful interaction.

f) It makes the learning items memorable through direct experience and affects emotions with different learning styles.

g) When dramatizing, students make use of all the appropriate channels (sight, hearing, and physical bodies) for the active involvement in the language learning.

h) It stimulates learners' intellect and imagination.

i) It develops students' ability to empathize with others and become better communicators.

Chauhan (2004:1) teaching language through drama gives a context for listening and meaningful language production, forcing the learners to use their language resources and, thus, enhancing their linguistic abilities. It also involves learners more positively and actively on the learning process.

From the explanation above, it can be concluded that using drama technique in language teaching has some benefits. Drama technique gives all the students same opportunity to involve in the learning process. All the students are actively speaking English in classroom. It also gives good effect to the students' self-confident. Through drama technique, the students can use their target language confidently.

E. Drama in ESL Classroom

Hamilton and Mcleod (1993:9) describe the drama and language teaching relationship as follows: "It is hard to imagine anything else that offers to language teachers such as wide variety of types of talks, for example monologues, paired speaking, role-plays, group discussions, reporting, talking in response to other stimuli, problem-solving, developing scenarios, acting out, etc. from explaining, complaining, praising, disagreeing to exhorting, apologizing and requesting – there is no language function that drama is not capable of easily encompassing".

In this research, the teaching steps divides into four steps consisting of (a) working on a drama script, (b) drama rehearsal, (c) drama performance, and (d) drama evaluation, each of which is detailed as follows:

a) Working on a drama script

In this step, the researcher introduces drama technique or familiarize students with drama. The researcher checks the students' previous knowledge and their prejudices towards drama technique. The students are divided into groups and given drama script. The students ask to learn their own script. This is aimed to make the students be familiar with the story; about the vocabulary, structure, pronunciation and to make the students know each their own character in their drama.

It is really important to make students know who they are in drama such as with whom they will interact and why they interact with that people. The students discuss with the other member group about their character, relationship, or even their problems. Also, students might practice expressing their thoughts opinions, and feelings.

b) Drama rehearsal

This step is to stimulate students' physical and emotional engagement. The students practicing their own dialogue since they have already known their character of their script; they have learnt it the previous step. Practicing dialogue provide the students with language input. Each group practices perform their drama. The researcher and the other group help the students to correct their pronunciation, to enhance students' understanding of their role, and to ensure that students deliver a dialogue from their understanding rather than being engaged in more rote recitation.

c) Drama production

This step gives opportunities for students to engage in a performance to experience lifelike communication situations without any interruption from the researcher. Students' performance is videotaped by the teacher for subsequent evaluation.

d) Drama evaluation

Drama evaluation involves the evaluation of the performance. The videotape plays after the performance. It will allow students to practice expressing their opinions towards their own performance as well as their peers' performances. That students are able to observe themselves enabled them to improve their performance and learn from their mistakes.

F. Conceptual Framework

The conceptual framework below shows the process of this research in solving the students' problem speaking ability through drama technique. It was done using classroom action research which each consisted of planning, action, observation and reflection.

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┌─────────────────────────────────────────────┐
│          The students' speaking ability      │
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                        │
                        ▼
┌─────────────────────────────────────────────┐
│       Low of pronunciation and smoothness     │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│            Applying drama technique           │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│            Classroom action research          │
└─────────────────────────────────────────────┘
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| Cycle I | → | Planning | ⇒ | Action | ⇒ | Observatio | ⇒ | Reflection |

| Cycle II | → | Planning | ⇒ | Action | ⇒ | Observatio | ⇒ | Reflection |

| The improvement of the students' speaking ability | *Accuracy (Pronunciation) and Fluency (Smoothness)* |
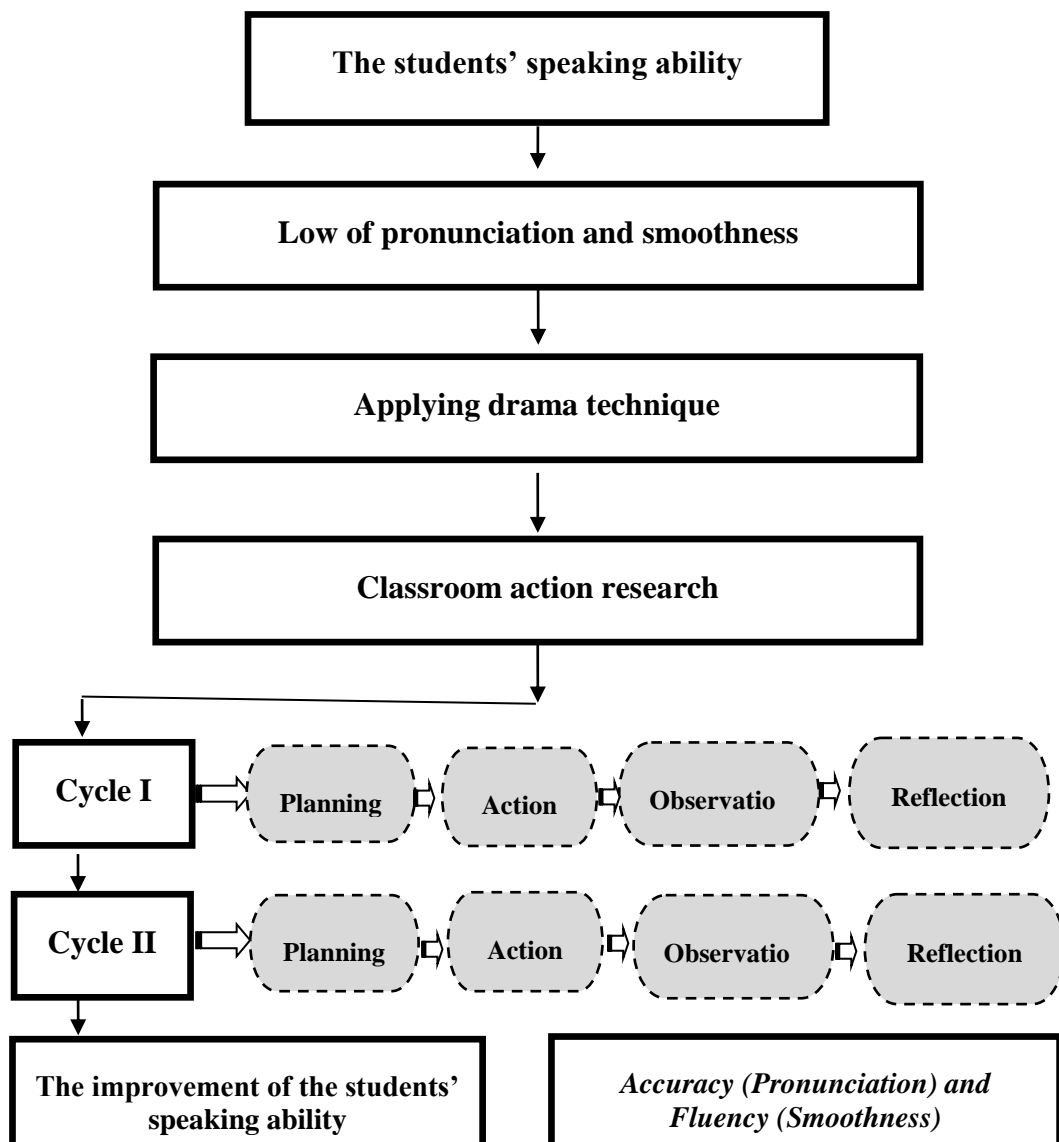
Figure 2.1: Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a classroom action research design. According to Kemmis and McTaggart (1988) in Ery (2012:22) that action research has four major steps. There are planning, action, observation and reflection. In this scheme, the researcher finds a problem, formulates a possible solution, implements an action, and reflectes on the outcome of the action. The process in action research can be shown in the scheme takes from Kemis and McTagart in Ery (2010:22) below:
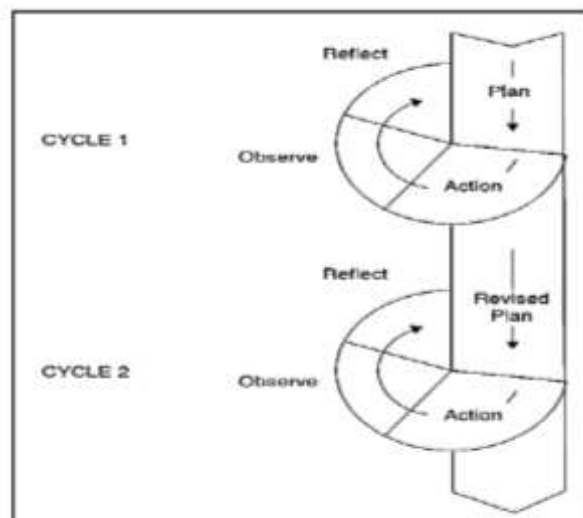
Figure 3.1: Kemmis and McTaggart's Action Research Model

B. Research Subject and Location

The subject of this research was the students of SMP Nasional Makassar, particularly at class VIII C which consists of 42 students.

C. Research Procedure

Classroom action research has four steps; planning, action, observation and reflection. Each progress of the steps as follows:

CYCLE I

a) Planning

The activities in this step, the research prepared the lesson plan, teaching material, observation sheet and the test for the students.

b) Action

The action of this research was done as follows:

1) The researcher focused on implementing the drama which required the students to work in group. The researcher divided the students into 4-5 groups and gave them scripts.

2) The researcher asked the students to learn their scripts with their own group.

3) The researcher asked the students to read their script while the other students of another groups and the researcher together checked their pronunciation. The group that was chosen by the researcher checked the others group's pronunciation. They corrected the pronunciation by repeating the words/sentences in right way.

4) The researcher asked the group to practice their drama script while the other groups observed another group' performance. The observer group gave feedback to the group that perform drama.

5) Every group gave test speaking performance that was to perform their drama while the researcher recorded the students' performance. This test

was given in order to know the students speaking ability in terms of pronunciation and fluency after joining the treatment.

1) Lastly, the researcher analyzed the students' speaking performance English through drama technique.

c) Observation

In this step, the researcher observed the students during the learning through drama technique. The researcher observed the students' speaking performance in speaking English in terms of pronunciation and fluency.

d) Reflection

In this step, the researcher analyzed the problem of the previous learning that was using drama technique. The researcher tried to find out the solution that can overcome the students' problem of preceding learning for the next meeting.

CYCLE II

a) Planning

The activities in this step, the research prepared the lesson plan, teaching material, observation sheet and the test for the students.

b) Action

The action of this research was done as follows:

1) The researcher focused on imple menting the drama which required the students to work in group. In cycle I the students were divided into 4-5 group, but in cycle II the students were only asked to be pairing.

2) The researcher gave the students scripts and asked them to learn their scripts with their partner.

3) The researcher asked the students to read their script while the other students of another pairs and the researcher together checks their pronunciation. The group that was chosen by the researcher checking the others group's pronunciation were corrected the pronunciation by repeating the words or sentences in right way.

4) The researcher asked the pair to practice their drama script while the other groups observed another group' performance. The observer pair gave feedback to the group that perform drama. Every group gave test speaking performance that was to perform their drama while the researcher recorded the students' performance. This test was given in order to know the students speaking ability in terms of pronunciation and smoothness after joining the treatment.

5) Lastly, the researcher analyzed the students' speaking performance English through drama technique.

c) Observation

In this step, the researcher observed the students during the learning through drama technique. The researcher observed the students' speaking performance in speaking English in terms of pronunciation and smoothness.

d) Reflection

In this step, the researcher analyzed the problem of the previous learning that was using drama technique and tried to fix it in cycle II.

D. Research Instrument

The instrument of this study was speaking performance test. The researcher used speaking performance tests by asking the students to perform a drama with their group. The test was to measure the improvement of students' speaking ability in the term of pronunciation and smoothness through drama technique. To measure the students' speaking ability through drama, the researcher evaluated the students' score based on the speaking aspect below:

Table 3.1 The rating score of the students' speaking ability in term of pronunciation

Classification	Score	Criteria
Excellet	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only two major error causing confusion.
Fair	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication. many "basic" grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered by any of the language skill and areas practice in the course.

(Heaton, 1981:100)

Table 3.2 The rating score for the students' speaking ability in term of smoothness

Classification	Score	Criteria
Excellent	6	Students speak without too great an effort with a fairly wide range of expression. Searches of words occasionally but one or two unnatural pauses.
Very Good	5	Have to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although students have to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Fair	3	Have to make an effort for much of the time. Often have to search the desired meaning. Rather halting delivering and fragmentary. Range of expression often limited
Poor	2	Long pauses while students search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at time. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

(Heaton, 1981:100)

After scoring each item, the scores from the students' answer converts as the final scores of the students by using the following formula.

Score= $\frac{students'correct}{total\ number\ of\ item}$ x 100% (**Marson and Bramble in Ratnasari 2016**)

E. Data Collection

The data was collected through the following steps:

1) The researcher divided the students into 4-5 groups and gave them scripts. The researcher asked the students to learn their scripts with their own group. The researcher asked the students read their script while the other students of another groups and the researcher together checked their pronunciation.

2) The researcher asked the group to practice their drama script while the other groups observed another group' performance. The observer group gave feedback to the group that performed drama.

3) Every group were given test speaking performance that was to perform their drama while the researcher recorded the students' performance. This test was given in order to know the students speaking ability in terms of pronunciation and fluency after the treatment

4) Lastly, the researcher analyzed the students' test speaking performance English through drama technique.

F. Data Analysis

The data which got from the test analyzed through the following steps:

1. Calculating the mean score of the students achievement through the following formula:

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

$\bar{x}$ = Mean score

$\sum X$ = The sum of all score

N = The total number of students **(Gay, 2012:338)**.

2. To know the development of the students' speaking ability, the researcher use the following formula;

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

where:

P   = percentage of the students

X_1 = the first mean score

X_2 = the second mean score **(Marson & Marble in Ratnasari, 2016).**

3. The score of the students' test was classified into seven levels as follow:

No	Score	Categories
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very poor

(Depdikbud in Ratnasari, 2016)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the research. The findings of the research presents the students' improvement of speaking ability in terms of accuracy deals with pronunciation and fluency deals with smoothness through Drama technique.

A. Finding

The finding of this research deals with the answer of the research question which aimed to improve the students' speaking ability. The students speaking ability improved used Drama technique. It showed through the scores that students got from the test of Diagnostic (d-test), cycle I and cycle II test.

1. The Improvement of The Students' Pronunciation

This part relates to the students' speaking ability in terms of accuracy deals with pronunciation which was improved by using Drama technique. Drama technique improved the students' pronunciation could be seen from the students' score in d-test, cycle and cycle II test that did through the research that held at the Eight grade of SMP Nasional Makassar. The following table shows clearly the improvement of the students' pronunciation score:

Table 4.1 The Improvement of the Students' Speaking Score in Term of Pronunciation

No.	Indicators	Mean Score			Improvement %		
		D-test	C-I	C- II	DT-CI	DT-CII	CI-CII
1	Pronunciation	64.86	68.83	76.43	12%	17.83%	11.04%

Table 4.1 shows the students' improvement of speaking ability in terms of accuracy deals with pronunciation through Drama technique. The students' mean score in d-test was 64.86 that was before the Drama technique applied. In the second test that was in cycle I, Drama technique was the first time implemented, the students' mean score improved. It was 68.83 which was greater than the d-test score. However, it was not significant from the target expected based on the criteria of minimum completeness (KKM) of English subject. The KKM of English subject in SMP Nasional Makassar is 75. So that, the researcher conducted cycle II in this research. The students' mean score in cycle II was 76.43. It was well enough from the target expected.

The students' improvement score among d-test to cycle II test was the greatest than d-test and to cycle I. The students' improvement mean score from d-test to cycle I was 6.12% whereas d-test to cycle II was 17.83% as well as cycle I to cycle II score improved 11.04%. It indicated that the students speaking accuracy in terms of pronunciation was improved by implementing Drama technique. The following table shows specifically the students' improvement score through the three tests:

Table 4.2 The Classification of the Students' Score in Pronunciation

No	Classification	Scores	The Students' Score in pronunciation					
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Very poor	0-35	0	0	0	0	0	0
2	Poor	36-55	0	0	0	0	0	0
3	Fair	56-65	26	61.09%	11	26.02%	0	0

4	Fairly good	66-75	16	38.01%	27	64.03%	22	52.03%
5	Good	75-85	0	0	4	9.05%	18	42.09%
6	Very good	86-95	0	0	0	0	2	4.08%
7	Excellent	96-100	0	0	0	0	0	0
Total			**42**	**100%**	**42**	**100%**	**42**	**100%**

Table 4.2 shows the classification of the students' score in pronunciation. In the classification score of d-test, the students were only got "Fair" and "Fairly good" scores. 26 or 61.09% students got "Fair" scores, 16 or 38.01% students got "Fairly" scores. In cycle I, there were students got "Good" scores. There were 4 or 9.05% students got the scores the "Good" and the rest still got "Fair" and "Fairly good" scores. There were 11 or 26.02% got "Fair" scores and 27 or 64.03% who got "Fairly good" scores. While in cycle II, there were 2 or 4.08% students got "Very good" score, 18 or 42.09% got "Good" score and 22 or 52.03% who got "Fairly good" score.

From the result, it can be concluded that the students' achievement in speaking accuracy in term of pronunciation from d-test to cycle II ranged from "Fair" to "Very good" score. The students' score classification in cycle II was the best than cycle I and d-test score. It could be seen that there were not students who got "Very good" score in cycle I and d-test tests whereas there were students who got the "Very good" score in cycle II.

2. The Improvement of the Students' Smoothness

This part deals with the students' achievement in speaking fluency in terms of smoothness by using Drama technique. This achievement got through the

d-test, cycle I and cycle II test while the research held. The following table below shows the students' score from the d-test, cycle I and cycle II test at the Eight grade students of SMP Nasional Makassar:

Table 4.3 The Improvement of the Students' Smoothness

No	Indicators	Mean Score			Improvement		
		D- test	C- I	C-II	DT-CI	DT-CII	CI-CII
1	Smoothness	65.19	70.36	77.11	7.93%	18.28%	9.59%

Table 4.3 shows the students' improvement scores of speaking fluency in terms of smoothness through Drama technique. The students' mean score in d-test were 65.19 which was classified into "Fair" score and the mean score in cycle I was 70.36 that was classified into "Fairly good" score. The students' mean score in cycle I was greater than the students' mean score in d-test. While in cycle II, the students' mean score was 77.11 that was classified into "Good" score. That was the greatest mean score than d-test and cycle I mean score.

The classification of the students' score in fluency in term of smoothness through drama technique in d-test, cycle I and cycle II tests can be seen form the table 4.4 below:

Table 4.4 The Classification of the Students' Speaking in Smoothness

No	Classification	Score	The Students' Score in Fluency					
			D-TEST		CYCLE I		CYCLE II	
			F	%	F	%	F	%
1	Very poor	0-35	0	0	0	0	0	0
2	Poor	36-55	0	0	0	0	0	0
3	Fair	56-65	28	66.07%	6	14.03%	0	0
4	Fairly good	66-75	14	33.03%	29	69%	21	50.00%
5	Good	76-85	0	0	7	16.7%	19	45.02%
6	Very good	86-95	0	0	0	0	2	4.08%
7	Excellent	96-100	0	0	0	0	0	0

TotaL	**42**	**100%**	**42**	**100%**	**42**	**100%**

Table 4.4 shows the classification of the students' score in smoothness. In the classification score of d-test, the students were only got "Fair" and "Fairly good" scores. 28 or 66.07%students got "Fair" scores, 14 or 33.03% students got "Fairly good" scores. In cycle I, there were students got "Good" scores. There were 7 or 16.7% students got the "Good" scores and the rest still got "Fair" and "Fairly good" scores. There were 6 or 14.03% got "Fair" scores and 29 or 69% who got "Fairly good" scores. While in cycle II, there were 2 or 4.08% students got "Very good" score, 19 or 45.02% got "Good" score and 21 or 50.00% who got "Fairly good" score. From the result, it can be concluded that the students' achievement in speaking accuracy in term of pronunciation from d-test to cycle II ranged from "Fair" to "Very good" score. The students' score classification in cycle II was better than cycle I and d-test score. It could be seen that there were not students' who got "Very good" score in cycle I and d-test tests whereas there were students who got the "Very good" score in cycle II.

3. The Improvement of the Students' Speaking Ability

This part contains the students' improvement of speaking ability both of pronunciation and smoothness through Drama technique at the Eight grade students of SMP Nasional Makassar. The students' score that students achieved form the d-test to cycle I and cycle II tests can be seen from the table 4.5 below:

Table 4.5 The Improvement of the Students' Speaking Ability in Terms of

Pronunciation and Smoothness

No	Indicators	The Students' Speaking Ability	Improvement (%)

		D-test	C-I	C-II	DT-CI	DT-CII	CI-CII
1	Pronunciation	64.86	68.83	76.43	6.12%	17.83%	11.04%
2	smoothness	65.19	70.36	77.11	7.93%	18.28%	9.59%
Mean Score		65.04	69.58	76.77	6.09%	18.03%	10.33%

Table 4.5 shows the students' speaking ability in terms of accuracy deals with pronunciation and fluency deals with pronunciation before the implementation Drama technique. It was in d-test assessment that the students got the mean score 65.04. In cycle I test, the students got mean score 69.58, it was after implemented Drama technique. The students' mean score was greater than d-test mean score. As well as in cycle II, the students got mean score 76.77. It was the greatest mean score than both d-test and cycle I test mean score. It indicated that the students' speaking ability in terms of pronunciation and smoothness was improved by Drama technique. The following figure below is to see clearly the students' speaking ability improvement:

Chart 4.1 The Improvement scores of the Students' Speaking Ability in Terms of Pronunciation and Smoothness
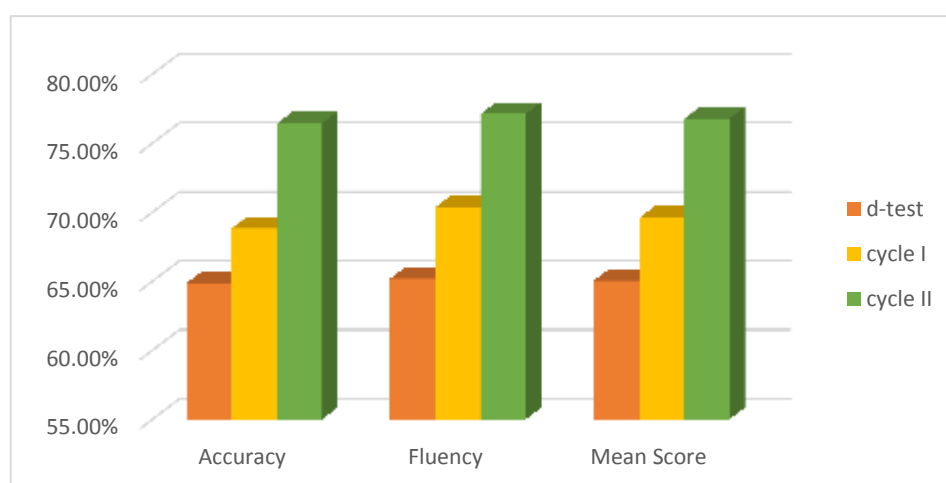
Figure 4.1 indicates that the students got improvement of their speaking ability in terms of accuracy deals with pronunciation and fluency deals with

smoothness from d-test to cycle and cycle II test. The students' score in d-test to cycle I improved 6.09%, the improvement score from d-test to cycle II was 18.03% and the improvement score form cycle I to cycle II test was 10.33%. It indicated that Drama technique was be able to improve the students' speaking ability in terms of pronunciation and accuracy.

B. Discussion

The discussion part deals with the interpretation of findings that focus on the students' speaking ability improvement in terms of accuracy deals with pronunciation and fluency deals with smoothness through Drama technique. There were some processes in implementing Drama technique explain as follows:

Cycle I

First Meeting

When, the researcher and the English teacher entered the class, the researcher greeted the students, told them about her purpose and explained what would they did next in the learning process. The researcher started teaching by explaining drama technique and explained about the activities that would be done, the researcher divided the students into eight groups. Each group had four to five members. The researcher gave the students one drama script for each group. The drama script was same for each group. That was because when one group practice their drama script, another group would be the observer which observed the students' errors in pronouncing any words released. Before practicing their drama script in front of the class, the researcher firstly taught the students how to

pronounce words or sentences in their drama script and then asked them to practice with their own group.

During the students practiced their drama script, the researcher walked around the class and moved to the other groups. She found the students tried to pronounce the script like she taught them before. They opened their dictionary and looked for the transcript. She noticed that they enjoyed learning the pronunciation even though they often got difficult in pronouncing words or sentences. When the students got difficulties in practicing their drama script, they asked help to the researcher or to their own group member. Their friends also were kindly gave help to their friends who needed.

After the students practice well in their own group, they were asked to practice in front of the class. In this time, another group were asked to pay attention to the group practiced in front of the class. Each group was asked to observe the students' mistake in pronouncing words or sentences while practice their drama. In one meeting, two groups practiced in front of the class. For the next meeting, the researcher would give different drama script. When the times was almost up, the researcher gave the feedback and asked the students to learn their own script at home. Then she closed the teaching learning process.

Second Meeting

The researcher asked the students to sit in their previous group and gave them new drama script. They were asked to learn their own drama script with their group and after that practiced in front of the class. Every group was preparing themselves to practice, some of them open their dictionary and the others write the

pronunciation on the script. Two group practiced their drama script in front of the class. They practiced one by one group. While one practicing their play, the others group giving attention. After the students did the practicing, the other group corrected and tried to repeat what the player said in appropriate pronunciation. They looked very excited. The class became noisy since students laughed while their friend doing fun acted. The researcher and every students gave them reward and applause for their practicing. Since the times was almost up, the researcher gave the feedback and then she closed the teaching learning process.

Third Meeting

The researcher asked the students to sit in their previous group and gave them new drama script again. They were asked to learn their own drama script with their group and after that practiced in front of the class. Two group practiced their drama script in front of the class. They practiced one by one group. While one of the groups practicing their play, the others group giving attention. After the students practiced, the other group corrected and tried to repeat what the player said in appropriate pronunciation. Since the times was almost up, the researcher gave the feedback and corrected the students' mistake of the previous practicing. Then she closed the teaching learning process.

Fourth Meeting

The researcher asked the students to sit in their previous group and gave them the last new drama script. They were asked to learn their own drama script with their group and after that practiced in front of the class. Every group prepared their practice. The two last group practiced their drama script in front of the class.

They practiced one by one group. After the students practiced, the other group corrected and tried to repeat what the player said in appropriate pronunciation. The researcher and every students gave them reward and applause for their practicing. Since the times was almost up, the researcher gave the feedback and then she closed the teaching learning process.

Cycle I was done for four meetings. Its cycle I test was done by asking the students to practice their drama in their group at first and in front of the class at the second. From this cycle I test, the researcher found that there some students still got difficulty to pronounce for several words in appropriate way. They pronounce words within less unnecessary sounds. The students' pronunciation mean score in cycle I was 68.83. In term of fluency deals with smoothness, the students sometimes could not still speak in appropriate smoothness. There were still some pauses when pronounced words or sentences. The students' smoothness mean score in cycle I was 70.36. The students were be able to pronounce some words correctly and fluently in their drama script.

As the example of the students practicing in their group, relating to the students' pronunciation, there were some students articulated words incorrectly such as word sky pronounces /skaɪ/ they pronounced /skiː/, should pronounces /ʃʊd/ they pronounced /soʊl/; producing unnecessary sounds like *hmm, ehhmm.* Relating to the students' smoothness, some students were difficult to speak smoothly; there were many pauses when they articulated any words released; there were redundant repetitions, they repeated words for several times when they speak. They were effort to articulated words.

Therefore, the researcher conducted cycle II and modified the ways in teaching by using Drama technique. In this cycle II, the researcher still taught using Drama technique with different topic. The topic was about a familiar topic which was related to the students' daily life activity. This was done to make the students more interesting so that the students can work in their group. Practicing and performing their own drama topic by speaking up with an appropriate pronunciation and smoothness.

Cycle II

Five Meeting

The researcher told that they would play drama again. During the lesson, the researcher used English as often as possible including the presenting and explaining the materials, giving instruction and asking question. Sometimes if they could not catch clearly what she said to them, they asked her to repeat. Next, the researcher asked the students to works in pairs. It differs from cycle 1. The researcher made it different because it was took long time if there were many player in one drama as in cycle I.

After the researcher divided them into pairs, she asked them reading aloud their script. She gave new drama script. It was different for each group. They were instructed to learn their character. The students were serious in their practice. They needed to open dictionary to check the pronunciations. The researcher help them pronounced words correctly. In order to fix the students' error in pronouncing words, the researcher write the words in whiteboard that students did not know to pronounce it. The researcher taught the students how to pronounce it

correctly. When the researcher taught the pronunciation, there were no students did anything. They all focused on the researcher explanation. After the researcher explained the words, the students were asked to pronounce it and another students repeated.

It was done in order to fix the students pronunciation, so that they could perform their drama script fluently. Bell rang meant the learning process must be stopped. The researcher closed the learning process.

Sixth Meeting

The researcher gave them new drama script and asked them to learn it. After the students finished learn their script with their pair. They were asked if they had problem in pronouncing words or not. If they had, the researcher help them pronounced words correctly. In order to fix the students' error in pronouncing words, the researcher write the words in whiteboard that students did not know to pronounce it. The researcher taught the students how to pronounce it correctly. When the researcher taught the pronunciation, there were no students did anything. They all focused on the researcher explanation. After the researcher explained the words, the students were asked to pronounce it and another students repeated.

After that they asked to practice in front of the class. While one group practice their drama script, another group pay attention and observed the students who practiced in front of the class. They observed that they had done some mistake in pronouncing words or not. After practicing the researcher also gave

feedback to the students who practiced. In the end of that meeting, the researcher and the students closed the learning process.

Seventh Meeting

The researcher gave the students new drama script and asked them to learn. The students were very busy to prepare themselves to do practice. While they were practicing their play the researcher and the other students pay attention and taking note of the wrong pronunciation. The researcher help them pronounced words correctly. In order to fix the students' error in pronouncing words, the researcher write the words in whiteboard that students did not know to pronounce it. The researcher taught the students how to pronounce it correctly. When the researcher taught the pronunciation, there were no students did anything. They all focused on the researcher explanation. After the researcher explained the words, the students were asked to pronounce it and another students repeated.

After that they asked to practice their drama script. The researcher and the students correct their errors in pronouncing words. The researcher gave feedback to learning process and closed the learning.

Eighth Meeting

The researcher asked the students to sit with their previous group and gave them the last new drama script. They were asked to learn their own drama script with their group and after that practiced in front of the class. The researcher help them pronounced words correctly. In order to fix the students' error in pronouncing words, the researcher write the words in whiteboard that students did not know to pronounce it. The researcher taught the students how to pronounce it

correctly. When the researcher taught the pronunciation, there were no students did anything. They all focused on the researcher explanation. After the researcher explained the words, the students were asked to pronounce it and another students repeated.

Every group prepared their practice. The two last group practiced their drama script in front of the class. They practiced one by one group. After the students practiced, the other group corrected and tried to repeat what the player said in appropriate pronunciation. The researcher and every students gave them reward and applause for their practicing. Since the times was almost up, the researcher gave the feedback and then she closed the teaching learning process.

Teaching activity in cycle II was four meetings. In this cycle II test, the researcher found that the students could pronounce the words correctly and no more unnecessary sounds when articulated words. In term of smoothness, the researcher found that the students could speak smoothly. The students could speak when asked to speak in front of the class. They had no more pauses and no more redundant repetitions when speaking. The students' mean score in cycle II was 76.43. There was 11.04% improvement of the students' mean score from cycle I test to cycle II test. As well as the improvement of the students' achievement in speaking fluency in term of smoothness in cycle II test from cycle I was 11.04%. The students were be able to pronounce words in their drama script correctly and fluently.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the following conclusions is: The researcher used Drama technique in improving the students' speaking pronunciation and smoothness. In teaching used Drama technique, the researcher used English as often as possible including the presenting and explaining the materials, giving instruction and asking question. The research divided students into group and gave them new drama script. They were instructed to learn their character. The students were serious in their practice. They needed to open dictionary to check the pronunciations. The researcher help them pronounced words correctly.

In order to fix the students' error in pronouncing words, the researcher write the words in whiteboard that students did not know to pronounce it. The researcher taught the students how to pronounce it correctly. When the researcher taught the pronunciation, there were no students did anything. They all focused on the researcher explanation. After the researcher explained the words, the students were asked to pronounce it and another students repeated.

After the students learnt their script whether about their character and the pronunciation, the students asked to practice their drama in front of the class. While they practiced theirs, another students focused on pay attention of the students' error pronunciation.

Using Drama technique improved the students speaking in terms of accuracy which deals with pronunciation and fluency deals with smoothness at the eight grade students of SMP Nasional Makassar significantly. It was proved by the students' achievement in cycle II that higher than cycle I. The students' pronunciation mean score in cycle I was 68.83 and the students' smoothness mean score in cycle I was 70.36. The students were be able to pronounce some words correctly and fluently in their drama script.

While in cycle II, the students' mean score in term of pronunciation in cycle II was 76.43 and in term of smoothness was 77.11. There was 11.04% improvement of the students' mean score in term or pronunciation from cycle I test to cycle II test. As well as the improvement of the students' achievement in speaking in term of smoothness in cycle II test from cycle I was 11.04%. The students were be able to pronounce words in their drama script correctly and fluently.

B. Suggestion

In the relation to the students' speaking ability in terms of pronunciation and fluency, the researcher would like to give some suggestion to English teachers and the next researchers as follows:

1. For the English teacher, it iDrama technique can improve the students' speaking ability in terms of pronunciation and fluency at the eight grade students of SMP Nasional Makassar, so that it is suggested to be applied in teaching English in order   to improve the students' speaking ability in terms

of pronunciation and fluency. The teachers should be creative in teaching English speaking because it is need various techniques in improving it.

2. For the next researcher

    In this research the researcher only focused on improving the students' speaking ability in terms of pronunciation and fluency. So that for next researcher, they take opportunity to use this method –Drama technique– in improving students' ability in terms of listening or writing skill.

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APPENDIX

Rencana Pelaksanaan Pembelajaran

Nama Sekolah	**:** SMP NASIONAL MAKASSAR
Mata Pelajaran	: Bahasa Inggris
Kelas/ semester	: VIII/ 1
Alokasi Waktu	: 2x 40 menit
Aspek/skill	: Speaking

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get thing done*) dan interpersonal (*socialize*) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

C. Indikator Pembelajaran

1. Kognitif
   a. Proses
      - Mengungkapkan teks lisan dengan pengucapan yang akurat
      - Mengungkapkan teks lisan dengan intonasi yang akurat
      - Mengungkapkan teks lisan secara lancar
   b. Produk
      - Memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.
2. Psikomotorik
   - Mengidentifikasi peran dan karakter dalam teks drama
3. Afektif
   - Rasa hormat dan perhatian
   - Disipin pada saat mengikuti pembelajaran

- Bertanggung jawab pada apa yang dikerjakan
- Memperhatikan dengan baik pada saat guru menjelaskan pelajaran
- Memberika pertanyaan ketika tidak mengerti soal materi yang sedang dipelajari
- Bekerja sama dengan siswa lainnya/dengan anggota kelompok

D. Tujuan Pembelajaran

1. Kognitif

   a. Proses
   - Siswa dapat mengungkapkan teks lisan dengan pengucapan yang akurat
   - Siswa dapat mengungkapkan teks lisan dengan intonasi yang akurat
   - Siswa dapat mengungkapkan teks lisan secara lancar

   c. Produk
   - Siswa dapat memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.

4. Psikomotorik
   - Siswa dapat mengidentifikasi peran dan karakter dalam teks drama

5. Afektif
   - Siswa memperhatikan penjelasan yang diberikan oleh guru
   - Siswa memperhatikan kedisiplinan dalam melaksanakan tugas yang diberikan oleh guru
   - Siswa menerima hak dan kewajiban pada saat proses pembelajaran
   - siswa mampu bertanggung terhadap apa saja yang dikerjakannya

E. Materi Pembelajaran

Teks drama: *Why Turtles Live in Water*

Why Turtles Live in Water

Characters: Turtle 1, Turtle 2, Hunter 1, Hunter 2, Hunter 3

TURTLE 1: I'm very hungry, but I'm tired of eating the same food.
TURTLE 2: You should be grateful that we have abundant food here in the forest.
TURTLE 1: Dont't you get bored of eating the same food everyday?
TURTLE 2: No. At least it's free! Humans have to work in order to buy their food.

TURTLE 1: You're right, but I'd love to eat something different. I'll go to that part of the forest near the river. I'm sure I'll find delicious plants and fruits to eat over there.
TURTLE 2: No, don't go… that's the most dangerous area of the forest!.
TURTLE 1: Everything will be just fine, don't be scared. Bye!.
TURTLE 1: This fruit is delicious!. I'm glad I came here.
HUNTER 1: (To Hunter 2 and 3) Look what I found!
HUNTER 2: Finally we found something to eat!.
HUNTER 3: How are we going to cook it?.
HUNTER 1: We'll make turtle soup.
TURTLE 1: You'll have to kill me first, and take me out of this shell.
HUNTER 2: We'll break your shell with sticks and stones.
TURTLE 1: That'll never work. My shell is to hard and you will not break it!.
HUNTER 3: Then we'll throw you from a high mountain!.
TURTLE 1: I have a better idea. Why don't you throw me into the river, and drown me.
HUNTER 1: Great idea!.
HUNTER 2: Let's do it now, I'm really hungry!.
HUNTER 3: Let's wait a few minues until he dies.
HUNTER 1: I'll start the fire!.
TURTLE 1 : Don't get those cooking pots out too fast, foolish men!. I think I'll spend most of my time from now on, safely in the water. Good-bye!
HUNTER 1, 2, AND 3: Darn it!

F. Metode Pembelajaran

PPP (*Presentation, Practice and Production*)

G. Media Pembelajaran

1. Buku teks yang relevan
2. Teks drama

H. Langkah-langkah Pembelajaran

➢ *Pre-teaching*

Guru memberikan pertanyaan tentang materi yang akan dipelajari *(do you know drama? Have you ever watch or play for it? Anyone can tell me about drama?*

➢ *Presentation*

1. Siswa membaca dan mempelajari teks drama dalam kelomoknya masing-masing
2. Siswa mendiskusikan teks drama bersama teman kelompoknya mengenai karakter dan perannya masing-masing

➢ *Practice*

1. Siswa bersama teman kelompoknya masing-masing mempraktekkan teks dramanya di depan kelas

2. Siswa/kelompok lain bersama guru mengoreksi pengucapan dan intonasi siswa/kelompok yang tampil di depan kelas memainkan dramanya

➢ *Production*

1. Siswa/kelompok memainkan teks dramanya masing-masing

2. Siswa/kelompok yang memainkan drama di-*record* oleh guru

➢ *Closing*

1. Guru menanyakan kesulitan siswa selama pembelajaran berlangsung

2. Siswa dan guru bersama-sama mereview pembelajaran

3. Guru menutup pembelajaran

I. Penilaian Hasil Belajar

1. Teknik   : *Performance drama script*

2. Bentuk   : *students' performance*

3. Instrumen   :

a. *The rating score of the students' speaking ability in term of pronunciation*

Classification	Score	Criteria
Excellet	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only two major error causing confusion.
Fair	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication. many "basic" grammatical and lexical errors.
Very Poor	2	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered by any of the language skill and areas practice in the course.

b. The rating score for the students' speaking ability in term of fluency

Classification	Score	Criteria
Excellent	6	Students speak without too great an effort with a fairly wide range of expression. Searches of words occasionally but one or two unnatural pauses.
Very Good	5	Have to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although students have to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Fair	3	Have to make an effort for much of the time. Often have to search the desired meaning. Rather halting delivering and fragmentary. Range of expression often limited
Poor	2	Long pauses while students search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at time. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

(Heaton, 1981:100)

- Pedoman penilain

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \text{ x } 100\%$$

- Rubrik penilaian kognitif

No	Uraian	Skor
1	Memahami peran dan karakter dalam drama dengan baik	10
2	Cukup memahami peran dan karakter dalam drama	8
3	Kurang memahami peran dan karakter dalam daram	6
5	Tidak memahami peran dan karakter dalam drama	4

- Rubrik penilain psikomotorik

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Pronunciation				Baik = 3
2	Fluency (smoothness)				Cukup = 2

- Rubrik penilaian afektif

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Sikap				Baik = 3
2	Ketekunan				Cukup = 2
3	Kerajinan				Kurang = 1

Makassar,   July 2017

Mahasiswa

Harmawati

Mengetahui

Kepala SMP NASIONAL MAKASSAR

Guru Mata Pelajaran

Dr. Hj. Salmiah
NIP. 19661231 200604 2 108

Idawati, S.Pd

Rencana Pelaksanaan Pembelajaran

Nama Sekolah   **:** SMP NASIONAL MAKASSAR

Mata Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII/ 1

Alokasi Waktu   : 2x 40 menit

Aspek/skill   : Speaking

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get thing done*) dan interpersonal (*socialize*) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

C. Indikator Pembelajaran

6. Kognitif

   d. Proses

      - Mengungkapkan teks lisan dengan pengucapan yang akurat
      - Mengungkapkan teks lisan dengan intonasi yang akurat
      - Mengungkapkan teks lisan secara lancar

   e. Produk

      - Memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.

7. Psikomotorik

   - Mengidentifikasi peran dan karakter dalam teks drama

8. Afektif

   - Rasa hormat dan perhatian

- Disipin pada saat mengikuti pembelajaran
- Bertanggung jawab pada apa yang dikerjakan
- Memperhatikan dengan baik pada saat guru menjelaskan pelajaran
- Memberika pertanyaan ketika tidak mengerti soal materi yang sedang dipelajari
- Bekerja sama dengan siswa lainnya/dengan anggota kelompok

D. Tujuan Pembelajaran

2. Kognitif

   b. Proses

   - Siswa dapat mengungkapkan teks lisan dengan pengucapan yang akurat
   - Siswa dapat mengungkapkan teks lisan dengan intonasi yang akurat
   - Siswa dapat mengungkapkan teks lisan secara lancar

   f. Produk

   - Siswa dapat memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.

9. Psikomotorik

   - Siswa dapat mengidentifikasi peran dan karakter dalam teks drama

10. Afektif

   - Siswa memperhatikan penjelasan yang diberikan oleh guru
   - Siswa memperhatikan kedisiplinan dalam melaksanakan tugas yang diberikan oleh guru
   - Siswa menerima hak dan kewajiban pada saat proses pembelajaran
   - siswa mampu bertanggung terhadap apa saja yang dikerjakannya

E. Materi Pembelajaran

Teks drama: *Chicken Little*

CHICKEN LITTLE
Characters: **Chicken Little, Cockey-Lockey, Ducky-Lucky Goosey-Loosey, Turkey-Lurkey, Foxy-Loxy**
CHICKEN   : Oh! The Sky is falling!. The Sky is falling!. I am going to tell the King!. COCKEY   : Where are you going, Chicken-Little?.

CHICKEN   : Oh, Cockey-Lockey. The sky is falling!. I am going to tell the king.
COCKEY   : I will go with you!.
DUCKY   : Where are you going, Chicken-Little and Cockey-Lockey?.
CHICKEN AND COCKEY: Oh, Ducky-Lucky!. The sky is falling!. We are going to tell the king!.
DUCKY   : Wait!. I will go with you.
GOOSEY   : Hey, where are you two going?.
CHICKEN,COCKEY AND DUCKY: Oh, Goosey! The sky is falling!. We are going to tell the king.
GOOSEY   : Then I will go with you!.
TURKEY   : Where are you-all going in such a rush?.
GOOSEY   : Oh, Turkey-Lurkey. The sky is falling!. We are going to tell the king.
TURKEY   : Well, hey, wait for me!. I will go with you.
FOXY   : Say, where are you all going?.
CHICKEN,COCKEY, DUCKY, GOOSEY,TURKEY:
(All together)Foxy-Loxy!. Foxy-Loxy!. The sky is falling! We are going to tell the king.
FOXY   : Well, I know a short cut to the king's palace. Follow me.
COCKEY, DUCKY,GOOSEY,TURKEY:
Oh, goody, goody!. He knows a short cut to the king's palace!.
FOXY   : This is the short cut to the palace. I'll go in first and then you come in after
                    me…one at a time.
COCKEY,DUCKY,GOOSEY,TURKEY: Of course. Why not?.
COCKEY: (Excitedly) Go Home, Chicken-Little!. Go Home!.

F. Metode Pembelajaran

PPP (*Presentation, Practice and Production*)

G. Media Pembelajaran

3. Buku teks yang relevan

4. Teks drama

H. Langkah-langkah Pembelajaran

➢ *Pre-teaching*

Guru memberikan pertanyaan tentang materi yang akan dipelajari (*do you know drama? Have you ever watch or play for it? Anyone can tell me about drama?*

➢ *Presentation*

3. Siswa membaca dan mempelajari teks drama dalam kelomoknya masing-masing

4. Siswa mendiskusikan teks drama bersama teman kelompoknya mengenai karakter dan perannya masing-masing

➢ *Practice*

3. Siswa bersama teman kelompoknya masing-masing mempraktekkan teks dramanya di depan kelas

4. Siswa/kelompok lain bersama guru mengoreksi pengucapan dan intonasi siswa/kelompok yang tampil di depan kelas memainkan dramanya

➢ *Production*

3. Siswa/kelompok memainkan teks dramanya masing-masing

4. Siswa/kelompok yang memainkan drama di-*record* oleh guru

➢ *Closing*

4. Guru menanyakan kesulitan siswa selama pembelajaran berlangsung

5. Siswa dan guru bersama-sama mereview pembelajaran

6. Guru menutup pembelajaran

I. Penilaian Hasil Belajar

1. Teknik   : *Performance drama script*

2. Bentuk   : *students' performance*

3. Instrumen   :

a. *The rating score of the students' speaking ability in term of pronunciation*

Classification	Score	Criteria
Excellet	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
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Fair	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication. many "basic" grammatical and lexical errors.
Very Poor	2	Serious pronunciation errors as well as many

| | | "basic" grammatical and lexical errors. No evidence of having mastered by any of the language skill and areas practice in the course. |

(Heaton, 1981:100)

b. *The rating score for the students' speaking ability in term of fluency*

Classification	Score	Criteria
Excellent	6	Students speak without too great an effort with a fairly wide range of expression. Searches of words occasionally but one or two unnatural pauses.
Very Good	5	Have to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
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(Heaton, 1981:100)

- Pedoman penilain

  Nilai siswa $= \dfrac{\text{Skor perolehan}}{\text{Skor maksimal}}$ x 100%

- Rubrik penilaian kognitif

No	Uraian	Skor
1	Memahami peran dan karakter dalam drama dengan baik	10
2	Cukup memahami peran dan karakter dalam drama	8
3	Kurang memahami peran dan karakter dalam daram	6
5	Tidak memahami peran dan karakter dalam drama	4

- Rubrik penilain psikomotorik

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Pronunciation				Baik = 3
2	Fluency (smoothness)				Cukup = 2

- Rubrik penilaian afektif

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Sikap				Baik = 3
2	Ketekunan				Cukup = 2
3	Kerajinan				Kurang = 1

Makassar,   July 2017

Mahasiswa

Harmawati

Mengetahui

Kepala SMP NASIONAL MAKASSAR   Guru Mata Pelajaran

Dr. Hj. Salmiah   **Idawati, S.Pd**
NIP. 19661231 200604 2 108

Nama Sekolah	**:** SMP NASIONAL MAKASSAR
Mata Pelajaran	: Bahasa Inggris
Kelas/ semester	: VIII C/ 1
Alokasi Waktu	: 4x 40 menit
Aspek/skill	: Speaking

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get thing done*) dan interpersonal (*socialize*) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

C. Indikator Pembelajaran

11. Kognitif

    g. Proses

- Mengungkapkan teks lisan dengan pengucapan yang akurat
- Mengungkapkan teks lisan dengan intonasi yang akurat
- Mengungkapkan teks lisan secara lancar

    h. Produk

- Memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.

12. Psikomotorik

- Mengidentifikasi peran dan karakter dalam teks drama

13. Afektif

- Rasa hormat dan perhatian
- Disipin pada saat mengikuti pembelajaran
- Bertanggung jawab pada apa yang dikerjakan
- Memperhatikan dengan baik pada saat guru menjelaskan pelajaran
- Memberika pertanyaan ketika tidak mengerti soal materi yang sedang dipelajari
- Bekerja sama dengan siswa lainnya/dengan anggota kelompok

D. Tujuan Pembelajaran

3. Kognitif

   c. Proses

   - Siswa dapat mengungkapkan teks lisan dengan pengucapan yang akurat
   - Siswa dapat mengungkapkan teks lisan dengan intonasi yang akurat
   - Siswa dapat mengungkapkan teks lisan secara lancar

   i. Produk

   - Siswa dapat memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.

14. Psikomotorik

    - Siswa dapat mengidentifikasi peran dan karakter dalam teks drama

15. Afektif

    - Siswa memperhatikan penjelasan yang diberikan oleh guru
    - Siswa memperhatikan kedisiplinan dalam melaksanakan tugas yang diberikan oleh guru
    - Siswa menerima hak dan kewajiban pada saat proses pembelajaran
    - siswa mampu bertanggung terhadap apa saja yang dikerjakannya

E. Materi Pembelajaran

Teks drama: *At a store, At the post office, At a restaurant*

1. AT A SHOE STORE	
Clark	: May I help you?
You	: Do you have these shoes in size four?
Clerk	: Let me check. I'll be right back.
You	: Thanks.

Clerk	: I'm sorry, we only have in four and a half. Would you like to try them on?
You	: They are too big
Clerk	: We only have your size in black.
You	: Yes, but in fact I was looking for the brown ones
Clerk	: I'm sorry. You can come back next week, we may have them by then.
You	: All right. Thank you anyway.
Clerk	: You're welcome.

2. AT THE POST OFFICE

Clerk	: Good morning.
You	: Hi. I'd like to send this package to France.
Clerk	: Certainly. Would you rather send it by airmail?
You	: Yes, please. How long does it take?
Clerk	: It will arrive in a week.
You	: Perfect.
Clerk	: Would you like to take an insurance for the package?
You	: No, thank you. That's not necessary.
Clerk	: OK. Let's see. That weighs 12 pounds.
You	: How much is it?
Clerk	: $30.00, please.
You	: Here you are.

3. AT A RESTAURANT

Waiter	: Good evening. Are you ready to order?
You	: Yes, please. I'd like chicken sandwich.
Waiter	: OK. And what would you like to drink?
You	: Orange juice, please.
Waiter	: Would you like anything else?
You	: No, That's all for now. Thank you.
Waiter	: OK, your order will be ready in ten minutes.

4. Metode Pembelajaran

PPP (*Presentation, Practice and Production*)

5. Media Pembelajaran

5. Buku teks yang relevan

6. Teks drama

6. Langkah-langkah Pembelajaran

➤ *Pre-teaching*

Guru memberikan pertanyaan tentang materi yang akan dipelajari *(do you know drama? Have you ever watch or play for it? Anyone can tell me about drama?*

➤ *Presentation*

5. Siswa membaca dan mempelajari teks drama dalam kelomoknya masing-masing

6. Siswa mendiskusikan teks drama bersama teman kelompoknya mengenai karakter dan perannya masing-masing

➤ *Practice*

5. Siswa bersama teman kelompoknya masing-masing mempraktekkan teks dramanya di depan kelas

6. Siswa/kelompok lain bersama guru mengoreksi pengucapan dan intonasi siswa/kelompok yang tampil di depan kelas memainkan dramanya

➤ *Production*

5. Siswa/kelompok memainkan teks dramanya masing-masing

6. Siswa/kelompok yang memainkan drama di-*record* oleh guru

➤ *Closing*

7. Guru menanyakan kesulitan siswa selama pembelajaran berlangsung

8. Siswa dan guru bersama-sama mereview pembelajaran

9. Guru menutup pembelajaran

7. Penilaian Hasil Belajar

1. Teknik : *Performance drama script*

2. Bentuk : *students' performance*

3. Instrumen :

c. *The rating score of the students' speaking ability in term of pronunciation*

Classification	Score	Criteria
Excellet	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only two major error causing confusion.
Fair	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several

Classification	Score	Criteria
		grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication. many "basic" grammatical and lexical errors.
Very Poor	2	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered by any of the language skill and areas practice in the course.

<div align="right">(Heaton, 1981:100)</div>

d. The rating score for the students' speaking ability in term of fluency

Classification	Score	Criteria
Excellent	6	Students speak without too great an effort with a fairly wide range of expression. Searches of words occasionally but one or two unnatural pauses.
Very Good	5	Have to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although students have to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Fair	3	Have to make an effort for much of the time. Often have to search the desired meaning. Rather halting delivering and fragmentary. Range of expression often limited
Poor	2	Long pauses while students search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at time. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

<div align="right">(Heaton, 1981:100)</div>

- Pedoman penilain

  Nilai siswa $= \dfrac{Skor\ perolehan}{Skor\ maksimal}$ x 100%

- Rubrik penilaian kognitif

No	Uraian	Skor
1	Memahami peran dan karakter dalam drama dengan baik	10
2	Cukup memahami peran dan karakter dalam drama	8
3	Kurang memahami peran dan karakter dalam daram	6
5	Tidak memahami peran dan karakter dalam drama	4

- Rubrik penilain psikomotorik

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Pronunciation				Baik = 3
2	Fluency (smoothness)				Cukup = 2

- Rubrik penilaian afektif

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Sikap				Baik = 3
2	Ketekunan				Cukup = 2
3	Kerajinan				Kurang = 1

Makassar,   July 2017

Mahasiswa

Harmawati

Mengetahui

Kepala SMP NASIONAL MAKASSAR   Guru Mata Pelajaran

Dr. Hj. Salmiah   **Idawati, S.Pd**
NIP. 19661231 200604 2 108

Rencana Pelaksanaan Pembelajaran

Nama Sekolah   **:** SMP NASIONAL MAKASSAR

Mata Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII C/ 1

Alokasi Waktu   : 4x 40 menit

Aspek/skill   : Speaking

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get thing done*) dan interpersonal (*socialize*) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

C. Indikator Pembelajaran

16. Kognitif

   j. Proses

   - Mengungkapkan teks lisan dengan pengucapan yang akurat
   - Mengungkapkan teks lisan dengan intonasi yang akurat
   - Mengungkapkan teks lisan secara lancar

   k. Produk

   - Memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.

17. Psikomotorik

   - Mengidentifikasi peran dan karakter dalam teks drama

18. Afektif

- Rasa hormat dan perhatian
- Disipin pada saat mengikuti pembelajaran
- Bertanggung jawab pada apa yang dikerjakan
- Memperhatikan dengan baik pada saat guru menjelaskan pelajaran
- Memberika pertanyaan ketika tidak mengerti soal materi yang sedang dipelajari
- Bekerja sama dengan siswa lainnya/dengan anggota kelompok

D. Tujuan Pembelajaran

4. Kognitif

   d. Proses

   - Siswa dapat mengungkapkan teks lisan dengan pengucapan yang akurat
   - Siswa dapat mengungkapkan teks lisan dengan intonasi yang akurat
   - Siswa dapat mengungkapkan teks lisan secara lancar

   l. Produk

   - Siswa dapat memerankan teks drama menggunakan bahasa lisan dengan pengucapan dan intonasi yang akurat secara lancar.

19. Psikomotorik

   - Siswa dapat mengidentifikasi peran dan karakter dalam teks drama

20. Afektif

   - Siswa memperhatikan penjelasan yang diberikan oleh guru
   - Siswa memperhatikan kedisiplinan dalam melaksanakan tugas yang diberikan oleh guru
   - Siswa menerima hak dan kewajiban pada saat proses pembelajaran
   - siswa mampu bertanggung terhadap apa saja yang dikerjakannya

E. Materi Pembelajaran

Teks drama: ***Making plans, Shopping for clothes***

1. MAKING PLANS
Joe   : Hello. Mary   : Hello. Is Joe there please? Joe   : Speaking. Mary   : Hi, Joe. This is Mary. How are you doing these days?

Joe   : Good. What's up?
Mary   : Are you busy on Friday evening?
Joe   : No, I'm free. Why?
Mary   : Would you like to go to the movies with me and some friends?
Joe   : Sounds good. What time ?
Mary   : How about 4:00?
Joe   : 4:00 is fine. Where would you like to meet?
Mary   : Why don't you come to my house, and my mom will drive all of us to the movies?
Joe   : Sounds good. See you there.
Mary   : Great. Bye.

2. SHOPPING FOR CLOTHES

Clerk   : Good morning. Can I help you?
You   : Yes, please. I'm looking for a dress
Clerk   : Certainly. Which color?
You   : Mmmm, I would like a pink one.
Clerk   : And what size?
You   : Small, please.
Clerk   : We have these beautiful dresses on sale.
You   : How much are they?
Clerk   : $10.00 each.
You   : May I try this one on?
Clerk   : Sure. The dressing-room is right there.
You   : Thanks. I`ll be right back.

3. **Metode Pembelajaran**

   PPP (*Presentation, Practice and Production*)

4. **Media Pembelajaran**

   7. Buku teks yang relevan

   8. Teks drama

5. **Langkah-langkah Pembelajaran**

   ➢ *Pre-teaching*

      Guru memberikan pertanyaan tentang materi yang akan dipelajari *(do you know drama? Have you ever watch or play for it? Anyone can tell me about drama?*

   ➢ *Presentation*

   7. Siswa membaca dan mempelajari teks drama dalam kelomoknya masing-masing

   8. Siswa mendiskusikan teks drama bersama teman kelompoknya mengenai karakter dan perannya masing-masing

   ➢ *Practice*

7. Siswa bersama teman kelompoknya masing-masing mempraktekkan teks dramanya di depan kelas

8. Siswa/kelompok lain bersama guru mengoreksi pengucapan dan intonasi siswa/kelompok yang tampil di depan kelas memainkan dramanya

➢ *Production*

7. Siswa/kelompok memainkan teks dramanya masing-masing

8. Siswa/kelompok yang memainkan drama di-*record* oleh guru

➢ *Closing*

F. Guru menanyakan kesulitan siswa selama pembelajaran berlangsung

G. Siswa dan guru bersama-sama mereview pembelajaran

H. Guru menutup pembelajaran

6. Penilaian Hasil Belajar

1. Teknik   : *Performance drama script*

2. Bentuk   : *students' performance*

3. Instrumen   :

e. *The rating score of the students' speaking ability in term of pronunciation*

Classification	Score	Criteria
Excellet	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only two major error causing confusion.
Fair	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication. many "basic" grammatical and lexical errors.
Very Poor	2	Serious pronunciation errors as well as many

		"basic" grammatical and lexical errors. No evidence of having mastered by any of the language skill and areas practice in the course.

f. The rating score for the students' speaking ability in term of fluency

Classification	Score	Criteria
Excellent	6	Students speak without too great an effort with a fairly wide range of expression. Searches of words occasionally but one or two unnatural pauses.
Very Good	5	Have to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although students have to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Fair	3	Have to make an effort for much of the time. Often have to search the desired meaning. Rather halting delivering and fragmentary. Range of expression often limited
Poor	2	Long pauses while students search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at time. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

- Pedoman penilain

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \text{ x } 100\%$$

- Rubrik penilaian kognitif

No	Uraian	Skor
1	Memahami peran dan karakter dalam drama dengan baik	10
2	Cukup memahami peran dan karakter dalam drama	8
3	Kurang memahami peran dan karakter dalam daram	6

| 5 | Tidak memahami peran dan karakter dalam drama | 4 |

- Rubrik penilain psikomotorik

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Pronunciation				Baik = 3
2	Fluency (smoothness)				Cukup = 2

- Rubrik penilaian afektif

No	Aspek yang Dinilai	Aspek Penilaian			Keterangan
		Baik	Kurang	Cukup	
1	Sikap				Baik = 3
2	Ketekunan				Cukup = 2
3	Kerajinan				Kurang = 1

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Dr. Hj. Salmiah
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Idawati, S.Pd

Test Instrument

1. **Diagnostic test**

   Read aloud the text below

2. **Cycle I test**

   Practice your drama script with your group in front of the class

3. **Cycle II test**

   Choose one of the drama below and perform in front of the class with your

   partner

Jack and The Beanstalk Play Script

Narrator   : Once upon a time there was a boy called Jack. He lived in a small cottage with his mother. Jack and his mother were very poor. All they had was a cow.

Mother   : Jack, we don't have any money. So, I think we have to sell the cow.

Jack   : Okay, Mom. I will take the cow to the market.

Mother   : Be careful, Jack.

Narrator   : On the way to the market, Jack met a little old man.

Old man   : Good morning, young boy. Where are you taking that cow?

Jack   : I'm taking it to the market, sir. My mother and I are poor,   so we need some money.

Old man   : I would like to buy the cow from you.

Jack   : Really?

Old man   : I don't have money. Instead, I'll give you five magic beans.

Jack   : Magic beans? Mmm.

Old man   : They will make you rich.

Narrator   : Jack had to think about it. He wanted to make his mother happy.

Jack   : Okay! You can take the cow!

Narrator   : Jack ran all the way home. He was so excited to tell his mother about the old man and the magic beans.

Jack   : (running home) Mom, Mom, Mom! Look what I have got!

Mother   : Did you get a good price for the cow?

Jack   : No, Mom. But I got these magic beans instead!

Mother   : (angry) What? Oh, you foolish boy!

Jack   : Mom, they will make us rich! Trust me.

Mother   : No way! These beans are useless!

Narrator   : Jack's mother was very cross and threw the beans out of the window.

Narrator   : During the night, the magic beans grew into a huge beanstalk. By morning, the beanstalk reached high into the sky. Jack was so surprised.

Jack   : Wow! This beanstalk is huge!

Narrator   : Jack climbed and climbed and when he reached the top, he found a huge castle.

Jack   : Oh my! There is a castle in the sky! I can't believe this.

Narrator   : Jack crept inside.

Jack   : (whispering to himself) Everything is so big in here. Who lives in this big castle?

Narrator   : Suddenly, the floor began to shake.

Jack   : (scared) What is that noise?

Giant   : (shouting) Fee, fi, fo, fum, I smell the blood of an Englishman ... Be he alive or be he dead, I'll grind his bones to make my bread.

Jack   : (whispering) Oh no! It's a giant! What can I do? Is there any place to hide? Oh, there is a place.

Narrator   : Jack hid in a cupboard and watched as the giant ate five sheep for his meal. Then he called for his hen.

Giant   : Lay me a golden egg.

Narrator   : Jack watched in amazement as the hen laid a perfect golden egg.

Jack   : It's amazing! I wish I had that hen. Then Mom and I would be rich.

Narrator   : As soon as the giant was full, he fell fast asleep.

Jack   : Now he is asleep. I will take the hen and climb back down the beanstalk.

Narrator   : Jack quickly picked up the giant's hen. But the hen began to squawk and flap its ings.

Jack   : Shh! Be quiet! The giant might wake up!

Narrator   : The giant woke up!

Giant   : (shouting) Fee, fi,fo, fum, I smell the blood of an Englishman!

Jack   : (running) Oh no! Time to go!

Narrator   : Jack ran back to the beanstalk and climbed down as fast as he could!

Giant   : (yelling) I'll get you!

Narrator   : Jack reached the bottom of the beanstalk.

Mother   : Jack, where have you been? Why do you have a hen?

Jack   : Mom, hurry! Give me an axe!

Mother   : Here you are. What are you going to do with an axe?

Jack   : I have to chop this beanstalk down right now!

Narrator   : With his axe, Jack chopped down the beanstalk.

Giant   : Ahhhhh!

Narrator   : The giant fell to the ground with a thud. That was the end of him!

Mother   : Oh my! It's a giant! Jack, what is going on?

Jack	:The magic beans grew into this huge beanstalk. So, I climbed to the top and found the giant's castle. I watched this hen lay a perfect golden egg.
Mother	: Are you telling me the truth, Jack?
Jack	: (smiling) Yes, Mom. You'll see.
Narrator	: Jack was right. The hen laid a golden egg every day and Jack and his mother were never poor again.

CHICKEN LITTLE

CHICKEN : Oh! The Sky is falling!. The Sky is falling!. I am going to tell the King!.

COCKEY : Where are you going, Chicken-Little?.

CHICKEN : Oh, Cockey-Lockey. The sky is falling!. I am going to tell the king.

COCKEY : I will go with you!.

DUCKY : Where are you going, Chicken-Little and Cockey-Lockey?.

CHICKEN AND COCKEY: Oh, Ducky-Lucky!. The sky is falling!. We are going to tell the king!.

DUCKY : Wait!. I will go with you.

GOOSEY : Hey, where are you two going?.

CHICKEN,COCKEY AND DUCKY: Oh, Goosey! The sky is falling!. We are going to tell the king.

GOOSEY : Then I will go with you!.

TURKEY : Where are you-all going in such a rush?.

GOOSEY : Oh, Turkey-Lurkey. The sky is falling!. We are going to tell the king.

TURKEY : Well, hey, wait for me!. I will go with you.

FOXY : Say, where are you all going?.

CHICKEN,COCKEY, DUCKY, GOOSEY,TURKEY:

(All together)Foxy-Loxy!. Foxy-Loxy!. The sky is falling! We are going to tell the king.

FOXY : Well, I know a short cut to the king's palace. Follow me.

COCKEY, DUCKY,GOOSEY,TURKEY:

Oh, goody, goody!. He knows a short cut to the king's palace!.

FOXY   :   This is the short cut to the palace. I'll go in first and then you come in after me…one at a time.

COCKEY,DUCKY,GOOSEY,TURKEY: Of course. Why not?.

COCKEY: (Excitedly) Go Home, Chicken-Little!. Go Home!.

Why Turtles Live in Water

Characters: Turtle 1, Turtle 2, Hunter 1, Hunter 2, Hunter 3

(Turtle 1 and 2 are eating in the forest)

TURTLE 1: I'm very hungry, but I'm tired of eating the same food.
TURTLE 2: You should be grateful that we have abundant food here in the forest.
TURTLE 1: Dont't you get bored of eating the same food everyday?.
TURTLE 2: No. At least it's free!. Humans have to work in order to buy their food.
TURTLE 1: You're right, but I'd love to eat something different. I'll go to that part of the forest near the river. I'm sure I'll find delicious plants and fruits to eat over there.
TURTLE 2: No, don't go… that's the most dangerous area of the forest!.
TURTLE 1: Everything will be just fine, don't be scared. Bye!.

(Hunter 1, 2, and 3 are looking for wild animals to hunt. Turtle 1 enters the stage walking slowly, then stops to eat near a tree)

TURTLE 1: This fruit is delicious!. I'm glad I came here.
HUNTER 1: (To Hunter 2 and 3) Look what I found!
HUNTER 2: Finally we found something to eat!.
HUNTER 3: How are we going to cook it?.
HUNTER 1: We'll make turtle soup.
TURTLE 1: You'll have to kill me first, and take me out of this shell.
HUNTER 2: We'll break your shell with sticks and stones.
TURTLE 1:   That'll never work. My shell is to hard and you will not break it!.
HUNTER 3: Then we'll throw you from a high mountain!.
TURTLE 1: I have a better idea. Why don't you throw me into the river, and drown me.

HUNTER 1: Great idea!.
HUNTER 2: Let's do it now, I'm really hungry!.
(Hunter 1, 2, and 3 pick up the turtle and throw it into the water)
HUNTER 3: Let's wait a few minues until he dies.
HUNTER 1: I'll start the fire!.
 (A few minutes later, the turtle's eyes poked up in the water)

TURTLE 1 :   Don't get those cooking pots out too fast, foolish men!. I think I'll
              spend most of my time from now on, safely in the water. Good-bye!.
HUNTER 1, 2, AND 3: Darn it!.

- **AT A SHOE STORE**

Clark   : May I help you?

You   : Do you have these shoes in size four?

Clark   : Let me check. I'll be right back.

You   : Thanks.

Clark   : I'm sorry, we only have in four and a half. Would you like to try
them on?

You   : They are too big

Clark   : We only have your size in black.

You   : Yes, but in fact I was looking for the brown ones

Clark   : I'm sorry. You can come back next week, we may have them by
then.

You   : All right. Thank you anyway.

Clark   : You're welcome.

- **AT THE POST OFFICE**

Clark   : Good morning.

You   : Hi. I'd like to send this package to France.

Clark   : Certainly. Would you rather send it by airmail?

You   : Yes, please. How long does it take?

Clark   : It will arrive in a week.

You   : Perfect.

Clark   : Would you like to take an insurance for the package?

You   : No, thank you. That's not necessary.

Clerk   : OK. Let's see. That weighs 12 pounds.

You   : How much is it?

Clerk   : $30.00, please.

You   : Here you are.

- **AT A RESTAURANT**

Waiter   : Good evening. Are you ready to order?

You   : Yes, please. I'd like chicken sandwich.

Waiter   : OK. And what would you like to drink?

You   : Orange juice, please.

Waiter   : Would you like anything else?

You   : No, That's all for now. Thank you.

Waiter   : OK, your order will be ready in ten minutes.

- **MAKING PLANS**

Joe   : Hello.

Mary   : Hello. Is Joe there please?

Joe   : Speaking.

Mary   : Hi, Joe. This is Mary. How are you doing these days?

Joe   : Good. What's up?

Mary   : Are you busy on Friday evening?

Joe   : No, I'm free. Why?

Mary   : Would you like to go to the movies with me and some friends?

Joe   : Sounds good. What time ?

Mary   : How about 4:00?

Joe   : 4:00 is fine. Where would you like to meet?

Mary   : Why don't you come to my house, and my mom will drive all of us to the movies?

Joe   : Sounds good. See you there.

Mary   : Great. Bye.

- **SHOPPING FOR CLOTHES**

Clerk   : Good morning. Can I help you?

You   : Yes, please. I'm looking for a dress

Clerk   : Certainly. Which color?

You   : Mmmm, I would like a pink one.

Clerk   : And what size?

You   : Small, please.

Clerk   : We have these beautiful dresses on sale.

You   : How much are they?

Clerk   : $10.00 each.

You   : May I try this one on?

Clerk   : Sure. The dressing-room is right there.

You   : Thanks. I`ll be right back.

1. Diagnostic Test

Statistics

		Pronunciation	Smoothness	TOTAL
N	Valid	42	42	42
	Missing	0	0	0
Mean		64.86	65.19	65.04
Std. Deviation		4.470	4.495	4.382
Sum		2724	2738	2732

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	10	23.8	23.8	23.8
	61	4	9.5	9.5	33.3
	63	10	23.8	23.8	57.1
	65	2	4.8	4.8	61.9
	67	2	4.8	4.8	66.7
	68	2	4.8	4.8	71.4
	69	2	4.8	4.8	76.2
	70	4	9.5	9.5	85.7
	71	4	9.5	9.5	95.2
	73	1	2.4	2.4	97.6
	75	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Smoothness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	5	11.9	11.9	11.9
	61	11	26.2	26.2	38.1
	63	3	7.1	7.1	45.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	65	9	21.4	21.4	66.7
	68	1	2.4	2.4	69.0
	70	4	9.5	9.5	78.6
	71	6	14.3	14.3	92.9
	73	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

TOTAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	5	11.9	11.9	11.9
	61	3	7.1	7.1	19.0
	61	3	7.1	7.1	26.2
	62	7	16.7	16.7	42.9
	63	1	2.4	2.4	45.2
	64	6	14.3	14.3	59.5
	65	1	2.4	2.4	61.9
	66	2	4.8	4.8	66.7
	69	1	2.4	2.4	69.0
	70	3	7.1	7.1	76.2
	70	3	7.1	7.1	83.3
	71	2	4.8	4.8	88.1
	71	1	2.4	2.4	90.5
	72	3	7.1	7.1	97.6
	74	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

2. **Cycle I Test**

Statistics

		Pronunciation	Smoothness	TOTAL
N	Valid	42	42	42
	Missing	0	0	0
Mean		68.83	70.36	69.58
Std. Deviation		4.793	5.011	4.755
Sum		2891	2955	2923

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	1	2.4	2.4	2.4
	63	5	11.9	11.9	14.3
	64	2	4.8	4.8	19.0
	65	3	7.1	7.1	26.2
	66	7	16.7	16.7	42.9
	67	4	9.5	9.5	52.4
	68	1	2.4	2.4	54.8
	69	3	7.1	7.1	61.9
	71	3	7.1	7.1	69.0
	72	1	2.4	2.4	71.4
	73	4	9.5	9.5	81.0
	75	4	9.5	9.5	90.5
	77	3	7.1	7.1	97.6
	79	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Smoothness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	1	2.4	2.4	2.4
	65	5	11.9	11.9	14.3
	66	5	11.9	11.9	26.2
	67	5	11.9	11.9	38.1
	68	1	2.4	2.4	40.5
	69	9	21.4	21.4	61.9
	70	1	2.4	2.4	64.3
	73	2	4.8	4.8	69.0
	74	2	4.8	4.8	73.8
	75	4	9.5	9.5	83.3
	77	2	4.8	4.8	88.1
	79	3	7.1	7.1	95.2
	80	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

TOTAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	2.4	2.4	2.4
	64	1	2.4	2.4	4.8
	65	3	7.1	7.1	11.9
	65	4	9.5	9.5	21.4
	66	3	7.1	7.1	28.6
	66	2	4.8	4.8	33.3
	67	2	4.8	4.8	38.1
	67	1	2.4	2.4	40.5
	68	3	7.1	7.1	47.6
	68	2	4.8	4.8	52.4
	69	1	2.4	2.4	54.8
	69	2	4.8	4.8	59.5
	70	1	2.4	2.4	61.9
	70	1	2.4	2.4	64.3
	72	1	2.4	2.4	66.7
	73	1	2.4	2.4	69.0
	73	1	2.4	2.4	71.4
	74	1	2.4	2.4	73.8
	74	2	4.8	4.8	78.6
	75	1	2.4	2.4	81.0
	76	1	2.4	2.4	83.3
	76	1	2.4	2.4	85.7
	77	3	7.1	7.1	92.9
	78	1	2.4	2.4	95.2
	78	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

3. Cycle II Test

Statistics

		Pronunciation	Smoothness	TOTAL
N	Valid	42	42	42
	Missing	0	0	0
Mean		76.43	77.119	76.77

Std. Deviation		4.753	5.0856	4.799
Sum		3210	3239.0	3225

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	5	11.9	11.9	11.9
	71	1	2.4	2.4	14.3
	73	10	23.8	23.8	38.1
	75	6	14.3	14.3	52.4
	77	6	14.3	14.3	66.7
	79	4	9.5	9.5	76.2
	80	3	7.1	7.1	83.3
	81	1	2.4	2.4	85.7
	83	3	7.1	7.1	92.9
	85	1	2.4	2.4	95.2
	87	1	2.4	2.4	97.6
	89	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Smoothness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	69.0	1	2.4	2.4	2.4
	70.0	1	2.4	2.4	4.8
	71.0	4	9.5	9.5	14.3
	73.0	8	19.0	19.0	33.3
	75.0	7	16.7	16.7	50.0
	77.0	5	11.9	11.9	61.9
	79.0	3	7.1	7.1	69.0
	80.0	3	7.1	7.1	76.2
	81.0	2	4.8	4.8	81.0
	83.0	1	2.4	2.4	83.3
	85.0	5	11.9	11.9	95.2
	87.0	1	2.4	2.4	97.6
	88.0	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

TOTAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71	2	4.8	4.8	4.8
	72	4	9.5	9.5	14.3
	72	4	9.5	9.5	23.8
	73	2	4.8	4.8	28.6
	74	7	16.7	16.7	45.2
	76	5	11.9	11.9	57.1
	77	2	4.8	4.8	61.9
	78	1	2.4	2.4	64.3
	79	1	2.4	2.4	66.7
	79	1	2.4	2.4	69.0
	80	2	4.8	4.8	73.8
	80	1	2.4	2.4	76.2
	81	2	4.8	4.8	81.0
	81	1	2.4	2.4	83.3
	83	1	2.4	2.4	85.7
	84	3	7.1	7.1	92.9
	86	2	4.8	4.8	97.6
	89	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

4. D-TEST PRONUNCIATION CLASSIFICICATION

Statistics

D-TEST PRONUNCIATION

N	Valid	42
	Missing	0
Mean		4.6190
Std. Deviation		.49151
Sum		194.00

D-TEST PRONUNCIATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fairly good	16	38.1	38.1	38.1
	Fair	26	61.9	61.9	100.0

	Total	42	100.0	100.0	
Missing	System	0	0		
Total		43	100.0		

5. D-TEST SMOOTHNESS CLASSIFICICATION

Statistics

D-TEST SMOOTHNESS

N	Valid	42
	Missing	1
Mean		65.19
Std. Deviation		4.495
Sum		2738

D-TEST SMOOTHNESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	5	11.9	11.9	11.9
	61	11	26.2	26.2	38.1
	63	3	7.1	7.1	45.2
	65	9	21.4	21.4	66.7
	68	1	2.4	2.4	69.0
	70	4	9.5	9.5	78.6
	71	6	14.3	14.3	92.9
	73	3	7.1	7.1	100.0
	Total	42	100.0	100.0	
Missing	System	0	0		
Total		43	100.0		

6. CYCLE I PRONUNCIATION CLASSIFICATION

Statistics

CYCLE I PRONUNCIATION

N	Valid	42
	Missing	0
Mean		4.1667
Std. Deviation		.58086
Sum		175.00

CYCLE I PRONUNCIATION CATEGORY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	9.5	9.5	9.5
	Fairly good	27	64.3	64.3	73.8
	Fair	11	26.2	26.2	100.0
	Total	42	100.0	100.0	
Missing	System	0	0		
Total		44	100.0		

7. CYCLE I SMOOTHNESS CLASSIFICATION

Statistics

CYCLE I SMOOTHNESS

N	Valid	42
	Missing	0
Mean		3.9762
Std. Deviation		.56258
Sum		167.00

CYCLE I SMOOTHNESS CATEGORY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good	7	16.7	16.7	16.7
	fairly good	29	69.0	69.0	85.7
	fair	6	14.3	14.3	100.0
	Total	42	100.0	100.0	
Missing	System	0	0		

Total	44	100.0		

8. CYCLE II PRONUNCIATION CLASSIFICATION

Statistics

CYCLE I PRONUNCIATION

N	Valid	42
	Missing	0
Mean		3.4762
Std. Deviation		.59420
Sum		146.00

CYCLE II PRONUNCIATION CATEGORY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	2	4.5	4.8	4.8
	Good	18	40.9	42.9	47.6
	Fairly	22	50.0	52.4	100.0
	Total	42	95.5	100.0	
Missing	System	2	4.5		
Total		44	100.0		

9. CYCLE II SMOOTHNESS CLASSIFICATION

Statistics

CYCLE II SMOOTHNESS

N	Valid	42
	Missing	0
Mean		3.4524
Std. Deviation		.59274
Sum		145.00

CYCLE II SMOOTHNESS CATEGORY

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	very good	2	4.8	4.8	4.8
	good	19	45.2	45.2	50.0
	fairly good	21	50.0	50.0	100.0
	Total	42	100.0	100.0	
Missing	System	0	0		
Total		44	100.0		

I.   **IMPROVEMENT PRONUNCIATION FROM D-TEST TO CYCLE I**

$$P = \frac{68.83 - 64.86}{64.86} \times 100 = 6.12$$

II.   **IMPROVEMENT PRONUNCIATION FROM D-TEST TO CYCLE II**

$$P = \frac{76.43 - 64.86}{64.86} \times 100 = 17.83$$

III.   **IMPROVEMENT PRONUNCIATION FROM CYCLE I TO CYCLE II**

$$P = \frac{76.43 - 68.83}{68.83} \times 100 = 11.04$$

IV.   **IMPROVEMENT SMOOTHNESS FROM D-TEST TO CYCLE I**

$$P = \frac{70.36 - 65.15}{65.15} \times 100 = 7.93$$

V.   **IMPROVEMENT SMOOTHNESS FROM D-TEST TO CYCLE II**

$$P = \frac{77.11 - 65.15}{65.15} \times 100 = 18.28$$

VI. IMPROVEMENT SMOOTHNESS FROM CYCLE I TO CYCLE II

$$P = \frac{77.11 - 70.36}{70.36} \times 100 = 9.59$$

VII. IMPROVEMENT THE STUDENTS' SPEAKING ABILITY FROM D-TEST TO CYCLE I

$$P = \frac{69.58 - 65.04}{65.04} \times 100 = 6.98$$

VIII. IMPROVEMENT THE STUDENTS' SPEAKING ABILITY FROM D-TEST TO CYCLE II

$$P = \frac{76.77 - 65.04}{65.04} \times 100 = 18.03$$

IX. IMPROVEMENT THE STUDENTS' SPEAKING ABILITY FROM CYCLE I TO CYCLE II

$$P = \frac{76.77 - 69.58}{69.58} \times 100 = 10.33$$

1. THE RESULT OF THE STUDENTS' SPEAKING2. TEST IN D-TEST

No	STUDENTS' CODE	ACCURACY	FLUENCY	TOTAL SCORE	CATEGORIES
		PRONUNCIATION			
1	16 080	61	63	62	Fair
2	16 081	60	60	60	Fair
3	16 082	60	60	60	Fair
4	16 083	73	71	72	Fairly good
5	16 084	63	65	64	Fair
6	16 085	71	71	71	Fairly good
7	16 086	60	63	62	Fair
8	16 087	68	71	69.5	Fairly good
9	16 088	60	65	62.5	Fair
10	16 089	63	61	62	Fair
11	16 090	63	65	64	Fair
12	16 091	75	73	74	Fairly good
13	16 092	60	60	60	Fair
14	16 093	69	71	70	Fairly good
15	16 094	70	71	70.5	Fairly good
16	16 095	63	65	64	Fair
17	16 096	63	61	62	Fair
18	16 097	70	68	69	Fairly good
19	16 098	68	71	69.5	Fairly good
20	16 099	69	70	69.5	Fairly good
21	16 100	63	61	62	Fair
22	16 101	61	61	61	Fair
23	16 102	60	60	60	Fair
24	16 103	60	60	60	Fair
25	16 104	71	70	70.5	Fairly good
26	16 105	67	65	66	Fairly good
27	16 106	65	65	65	Fair
28	16 107	71	73	72	Fairly good
29	16 108	61	61	61	Fair
30	16 109	63	65	64	Fair
31	16 110	63	65	64	Fair
32	16 111	70	70	70	Fairly good

No	STUDENTS' CODE				
33	16 112	60	61	60.5	Fair
34	16 113	63	61	62	Fair
35	16 114	60	61	60.5	Fair
36	16 115	67	65	66	Fairly good
37	16 116	65	63	64	Fair
38	16 117	71	73	72	Fairly good
39	16 118	60	61	60.5	Fair
40	16 119	63	61	62	Fair
41	16 120	70	70	70	Fairly good
42	16 121	61	61	61	Fair
TOTAL		**27.24**	**27.38**	**27.32**	
MEAN SCORE		**64.86**	**65.19**	**65.04**	

Calculating the students' percentage of classification score:

1. **"Fair" scores, Percentage = 38,01 %**   **Frequency = 26**

2. **"Fairly good" scores, Percentage = 61, 09 %**   **Frequency = 16**

2. THE RESULT OF THE STUDENTS' TEST IN CYCLE 1

No	STUDENTS' CODE	ACCURACY	FLUENCY	TOTAL SCORE	CATEGORIES
		PRONUNCIATION			
1	16 080	63	66	64.5	Fair
2	16 081	64	65	64.5	Fair
3	16 082	67	66	66.5	Fairly good
4	16 083	77	79	78	Good
5	16 084	65	69	67	Fairly good
6	16 085	75	80	77.5	Good
7	16 086	63	67	65	Fair
8	16 087	71	74	72.5	Fairly good
9	16 088	64	67	65.5	Fairly good
10	16 089	66	66	66	Fairly good
11	16 090	67	69	68	Fairly good
12	16 091	79	75	77	Good
13	16 092	65	65	65	Fair
14	16 093	77	79	78	Good
15	16 094	72	80	75.5	Good
16	16 095	66	69	67.5	Fairly good
17	16 096	68	69	68.5	Fairly good
18	16 097	73	75	74	Fairly good
19	16 098	71	73	72	Fairly good
20	16 099	73	74	73.5	Fairly good

21	16 100	67	68	67.5	Fairly good
22	16 101	63	61	62	Fair
23	16 102	63	66	64.5	Fair
24	16 103	61	67	64	Fair
25	16 104	73	75	74	Fairly good
26	16 105	73	73	73	Fairly good
27	16 106	69	69	69	Fairly good
28	16 107	75	79	77	Good
29	16 108	66	67	66.5	Fairly good
30	16 109	66	69	67.5	Fairly good
31	16 110	67	69	68	Fairly good
32	16 111	75	77	76	Good
33	16 112	66	65	65.5	Fairly good
34	16 113	69	69	69	Fairly good
35	16 114	65	65	65	Fair
36	16 115	69	70	69.5	Fairly good
37	16 116	71	69	70	Fairly good
38	16 117	77	77	77	Good
39	16 118	63	67	65	Fair
40	16 119	66	65	65.5	Fairly good
41	16 120	75	75	75	Fairly good
42	16 121	66	66	66	Fairly good
TOTAL		**2891**	**2955**	**2923**	
MEAN SCORE		**68.83**	**70.36**	**69.58**	

Calculating the students' percentage of classification score:

1. **"Fair" scores, Percentage = 21,04 %**   **Frequency = 9**

2. **"Fairly good" scores, Percentage = 59,05 %**   **Frequency = 25**

3. **"Good" scores, Percentage = 19%**   **Frequency = 8**

3. THE RESULT OF THE STUDENTS SPEAKING TEST IN CYCLE II

No	STUDENTS' CODE	ACCURACY	FLUENCY	TOTAL SCORE	CATEGORIES
		PRONUNCIATION			
1	16 080	73	70	71.5	Fairly good
2	16 081	75	73	74	Fairly good
3	16 082	73	71	72	Fairly good
4	16 083	85	87	86	Very good
5	16 084	75	73	74	Fairly good

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6	16 085	83	85	84	Good
7	16 086	70	73	71.5	Fairly good
8	16 087	75	77	76	Good
9	16 088	73	75	74	Fairly good
10	16 089	77	75	76	Good
11	16 090	73	73	73	Fairly good
12	16 091	89	88	88.5	Very good
13	16 092	73	75	74	Fairly good
14	16 093	83	85	84	Good
15	16 094	83	85	84	Good
16	16 095	70	73	71.5	Fairly good
17	16 096	73	75	74	Fairly good
18	16 097	79	81	80	Good
19	16 098	77	77	77	Good
20	16 099	80	79	79.5	Good
21	16 100	73	73	73	Fairly good
22	16 101	75	77	76	Good
23	16 102	70	73	71.5	Fairly good
24	16 103	70	71	70.5	Fairly good
25	16 104	79	83	81	Good
26	16 105	77	79	78	Good
27	16 106	77	75	76	Good
28	16 107	80	85	82.5	Good
29	16 108	75	77	76	Good
30	16 109	70	71	70.5	Fairly good
31	16 110	73	75	74	Fairly good
32	16 111	80	81	80.5	Good
33	16 112	73	75	74	Fairly good
34	16 113	77	80	78.5	Good
35	16 114	73	71	72	Fairly good
36	16 115	79	79	79	Good
37	16 116	79	80	79.5	Good
38	16 117	87	85	86	Very good
39	16 118	77	77	77	Good
40	16 119	75	69	72	Fairly good
41	16 120	81	80	80.5	Good
42	16 121	71	73	72	Fairly good
TOTAL		3210	3239	3225	
MEAN SCORE		76.43	77.11	76.77	

Calculating the students' percentage of classification score:

1. **"Fairly good" scores, Percentage = 45.02%**   **Frequency = 19**

2. **"Good" scores, Percentage = 47.06%**   **Frequency = 20**

3. **"Very good", Percentage = 7.01%**   **Frequency = 3**

LEARNING ACTIVITY

The researcher explained to the students how to pronounce the words correctly

The students prepared to perform their drama

The students performed their drama

Harmawati, she was born on 22th October, 1994 in Marasende Island, South Sulawesi. She is the second daughter from the marriage of her parents; Suharma and Sitti Ramlah. In 2002, she registered as a student of elementary school in SDN 2 Marasende and graduated in 2007. In the same year, she registered in senior high school as a student of SMP Terbuka Liukang Kalmas and graduated in 2010. Then, she continued her study at SMA Muhammadiyah Pangkajene and graduated in 2013. In the same year, she went to study English at Muhammadiyah University of Makassar. And at the end of her study, she could finish her thesis entitled: "*The Use of Drama in Improving the Students' Speaking Ability at The Eight Grad Students of SMP Nasional Makassar.*