



**IMPROVING STUDENTS' SPEAKING ABILITY BY USING
DRAMA TECHNIQUE AT GRADE XI SMA N 1 ANGKOLA
SELATAN KABUPATEN TAPANULI SELATAN**

A THESIS

*Submitted to the English Education Department of State Institute
for Islamic Studies Padangsidimpuan in Partial Fulfillment of the Requirement
for the Degree of Education Scholar (S.Pd) in English*

By:

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PADANGSIDIMPUAN**

2018



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Term : Thesis

Padangsidempuan, 04 Mei 2018

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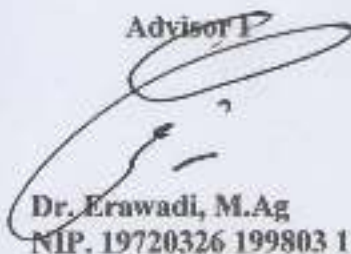
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Elpida Nora Pasaribu**, entitled **"IMPROVE STUDENTS SPEAKING ABILITY BY USING DRAMA TECHNIQUE AT GRADE XI SMA N 1 ANGKOLA SELATAN**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikum wr.wb.

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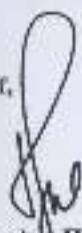

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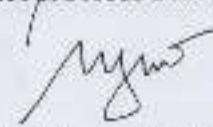
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LEGALIZATION

Thesis : **Improving Students' Speaking Ability by Using
Drama Technique at Grade XI SMA N 1 Angkola
Selatan Kabupaten Tapanuli Selatan.**

Written By : **Elpida Nora Pasaribu**

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ABSTRACT

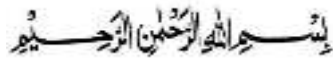
This research talked about improving students' speaking ability by using drama technique at grade XI IPA SMA N1 Angkola Selatan Kabupaten Tapanuli Selatan. Most of students had low motivation in speaking skill, students' speaking ability still poor, students' had lack of vocabulary and grammatical mastery, students' still use their mother tongue and combined with Indonesian language. This research purposed to describe the students' speaking ability and to identify the factors which influence students' speaking ability by using drama technique at Grade XI IPA SMA N1 Angkola Selatan Kabupaten Tapanuli Selatan.

The research methodology that used in this research was Classroom Action Research, by implementing the Hopskin design which consisted of four steps. They planning, acting, observing, and reflecting. In this research, the researcher used two cycles and each cycle consisted of two meetings. To find out the improvement of students' speaking ability the researcher used t-test to know the significance of hypothesis. In addition, the participants of this research were the class of XI IPA 1 consisted of 40 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from speaking tests, observation note sheet, and also interview.

Based on the research result showed the improvement mean score of the students in the first cycle was 53.50 (10%) and in the second cycle was 80.40 (85%). In addition, it can be seen from test of significance of students' improvement showed t_o is bigger than t_{table} : $18.94 > 2.042$. It can be concluded that the mean score in the second cycle was higher than the first cycle. Then the result of t-test calculation is bigger than t-table with $N = 39$ is 2.042. So, this hypothesis is accepted. Moreover, based on observation note sheet stated that the students got improvement and the students were more active and interested in learning process. Related to the interview result, it could be known that students' speaking ability had improved. It asserted that students' speaking ability improve by using Drama Technique.

Keywords: Students, Speaking Ability, Drama Technique.

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I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, May, 24th 2018
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is a foreign language. Learning foreign language is an integrated process that the students should study the four basic skills, they are reading, writing, listening and speaking. Students use it to understand their world through listening and reading and to communicate their feeling and desires through writing and speaking.

Speaking is one of the important skills in English language teaching. Speaking is one of the tool to explore our feeling and thought in spoken form. And it is very important in life, through speaking people can share about stories, opinion, information, and can tell what they are feeling now. With speaking people can take and give information to another people. But many students feel that speaking is difficult.

Based on private interview with the English teacher of SMA N 1 Angkola Selatan, Mr. Hotmatua S.Pd says that the condition of speaking skill in SMA N 1 Angkola Selatan especially to the XI grade are still poor.¹ The prove of the students still have problems in their speaking is: they get the result in average 50-68 while the KKM at SMA N 1 Angkola Selatan is 75 for all English skills.

¹Hotmatua ,Teacher of SMA N 1 Angkola Selatan, *Private Interview* (Napa: October 16th, 2017 at 11.00 wib).

Additionally, based on private interview with one of students at grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan Alek Xander Dali Jotu Waruhu.² He said that speaking was very difficult because he could not memorize many English words. He felt shame when they were speaking and did not know what would he say and feel difficult to pronounce word. He said between the written and spoken is not same and he said in classroom he also often used mother tongue (batakness) to speak with others and they had less motivation to study English because their view of English is one of the most difficult lesson. So, it could be concluded that the teaching technique was not appropriate because it made the students less motivation and lazy to learn.

The role of technique in teaching speaking is very important, because with the technique, teacher can improve students' speaking skill and make students feel fun and enjoy when the teacher teach speaking in the classroom. There is one technique suitable on teaching speaking that is drama technique.

Drama technique can encourage students' to actively participate in teaching learning English process. Hopefully, drama can motivate students' to increase their speaking. Drama technique is the exiting way teaching. We look that in drama we can making of the imagination.

Based on background above, the researcher interested to do researches about **“IMPROVING STUDENTS’ SPEAKING ABILITY BY USING**

²Alek Xander Dali Jotu Waruhu, Students of Grade XI IPA-1 SMA N 1 Angkola Selatan, *Private interview* (Napa: October 16th, 2017 at 11.00 wib).

DRAMA TECHNIQUE AT GRADE XI SMA N 1 ANGKOLA SELATAN KABUPATEN TAPANULI SELATAN ”.

B. Identification of the Problem

Based on background of the problem, the researcher identified that students' of grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan had many difficulties in speaking. First, Students' speaking skill still poor. It looks from their raport that they get the result in average 50-68 while the KKM at SMA N 1 Angkola Selatan is 75 for all English skills. Second, the students' could not memorize many English words. Third, the students felt shame when they spoken English, and did not know what they would say. Fourth, the students felt difficult to pronounce the word because the written and spoken is not same. Fifth, the students had less motivation to speak English. Sixth, the students often use mother tongue (batakness) to speak. The last, the teaching technique was inappropriate because it made the students less motivation and lazy to learn English.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limited the problem of the research like “Improving Students' Speaking Ability by Using Drama Technique at Grade SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan”.

D. Definition of the Key Terms

There are some terms that used in this research, they are:

1. Improving

Improving means become better than before³. Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps: doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving.

2. Students

Students are person who is studying at a college, polytechnic or university also boy or girl attending school⁴. Indonesia dictionary the students is learner especially on the grade of elementary, junior and senior high school⁵. From the definition, the researcher concludes that students are person who is studying and will be came determining to active learning process. The students in this research is a person who students at grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan.

³A.S. Hornby, *Oxford Advanced Learned Dictionary 7 Edition* (New York: Oxford University Press, 2005), p. 427.

⁴*Ibid.*, p. 859

⁵Tim PenyusunKamusPusatBahasa, *KamusBesarBahasa Indonesia* (Jakarta: BalaiPustaka, 2005), p.1077.

3. Speaking Ability

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.⁶

Meanwhile, Speaking is a communication process which is a primary medium to express ideas. Many experts believe that speaking is a media to interact with the surrounding people in terms of sharing ideas and releasing problems. Colvin claims that anyone who cannot speak or understanding the language is really cut off from the life of community.⁷

Skill is ability to do something⁸. It means that speaking skill is the ability of produce or receiving something and processing the information to the particular topic.

From above definition, the researcher conclude that speaking skill is an activity of constructing meaning that involves producing, receiving, and processing information.

⁶ H. Doughlas Brown, *Language Assesment: Principle and Classroom Practice*, (San Fransisco: Longman, 2003), p. 140

⁷ Colvin, I Speak English A Tutor's Guide to Teaching Conversational English, (New York: ;Literacy Volunters of America, 1976), p.6

⁸ A. S. Hornby, *Oxford Learners' pocket Dictionary*, (New York: Oxford University Press, 2000), p. 502

4. Drama Technique

Drama is imaginatively and intellectually demanding, a highly motivating tool for learning. It encompasses a very wide selection of practices, ranging from free play on the playground to more formal theatre trip.⁹

By looking at theories about, the researcher conclude drama technique is a work of art that describe about life and human character and practices of theater art.

E. Formulation of the Problem

The researcher formulates the problem of the research as follow “To what extent does Drama technique improve students’ speaking ability at grade XI SMA N1 Angkola Selatan Kabupaten Tapanuli Selatan?”

F. Objective of the Research

The aim of research was “To know the extent of Drama technique to improve students’ speaking ability at grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan”.

G. Significances of the Research

The significances of the research were:

1. Headmaster, to encourage teachers to use the best technique for improving students’ speaking ability at grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan.

⁹ Teresa Cremin, *Teaching English Creatively*, (UK: ROUTLEDGE, 2009), P. 26.

2. English Teachers, to add references and technique in teaching and learning speaking that can make it more enjoyable and interesting to study.
3. Students', It can help them to improve their speaking skills in teaching learning English through drama technique.
4. Other researchers, as the information to do more related research.

H. Indicators of the Action

Action research involves in learning and through action and reflection, and it is conducted in a variety of contexts, including the social and caring science, education, organization and administration studies, and management. Because action research is always to do with learning, and learning is to do with education and growth, many people regard it as a form of educational research.

Frost states that "Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice".¹⁰ It means that action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.

In this research, researcher will make lesson plan and material that will use Drama Technique. Moreover, the researcher will collaborate with English Teacher to make a team work who works together for solving the students' problem in improving students' speaking ability at grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan. The indicators of action are

¹⁰Patrik J. M. Costello, Action Research, (New York: Continuum, 2003), p.3.

identifying accent, grammar, vocabulary, pronounce, fluency, and comprehension. In addition, the researchers also give oral test, observation notes, and interview to support this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Description

In arranging a research, theories are very important to explain some concepts or terms are applied in concerned research. The terms are as followings:

1. General Concept of Speaking

a. Definition of Speaking

First, speaking is an interactive process of construction meaning that involves production, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.¹ Thus, speaking as interaction, and speaking as a social and situation based activity that involves how to construct the meaning.

Second, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral

¹I. S. P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 122

production test.²It means that, speaking is a skill that can be observed that need validity or reliability of oral test.

Third, speaking is the basic of communication though sound. Theodore Huebner said speaking is essentially speech, and speech is basically communication by sounds. When someone speaks to other person, there will be a relationship.³ The relationship itself is communication. It is a development of the relationship between speaker and listener. Speaking determines the logic linguistic, psychological a physical rules should be applied in a given communication situation. It means that the main objective of speaking is for communication and for expressing effectively. The speakers should know exactly what their wants to speak or to communicate. They have to be able to evaluate the effect of their communication to their listener. They have to understand any principle that based their speaking either in general or in individual.

Fourth, Henry Guntur says, “Speaking is the ability to pronounce of sound articulation of words to express, to declare and to

²H. Douglas Brown, *Language Assessment: Principle and classroom Practices*, (San Fransisco: Longman, 2003), p. 140

³ A. L. Chaney and T.L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn& Bacon,1998), p. 13.

deliver the idea, feeling or sense, as a large of the limitation we can say in speaking.”⁴

The last, a large percentage of the world’s language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills.⁵

From above definition, it can be conclude that speaking is an interactive process that can be produce sound of words to express feeling or sense, idea and thinking of human. Speaking skill are important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language.

b. Elements of Speaking

Speaking consist of some elements. It’s not just pronouncing the words without functions and purposes. When the speaker produces something orally, there is a process to convey the meaning of words or sound.

⁴ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p. 15

⁵Jack C. Richards and Willy A. Renandya, *Metodology in Language Teaching(AnAntology of Current Practice)*, (New York: Cambridge University Press, 2002), p. 201.

The ability to speak fluently is not only knowledge of language features, but also the ability to process information.⁶

1) Language features

There are some elements which are needed for spoken production, such as:

- a) Connected speech: effective speakers of English needed to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent ‘connected speech’ (as in *I’d’ve gone*).
- b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).
- c) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
- d) Negotiation language: effective speaking benefits from the negotiation language we use to seek clarification and show the structure of what are saying.

⁶ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (www.Longman.Com) accessed at 30th September, 2014, retrieved at 12:36, p. 269-271.

2) Mental/social processing

In processing skills also have some processes, such as:

- a) Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling. And a knowledge of how linguistically to take turns or allow others to do.
- c) Information processing: quite apart from our response others' feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

c. Types of Spoken Language

There are two types of spoken language, they are:⁷

- 1) Interpersonal speech (sometimes referred to as interactional) is communicating with someone for social purpose. It refers to someone who talks about something to her/his mother, teacher, or friends.
- 2) Transactional speech involves communicating to get something done, including the exchange of goods and/or service.⁸ It means that there is a transaction between one person with someone else. The students are able to converse with a total stranger as well as someone with whom they are quite familiar.

So that, there are two types of speaking, they are interpersonal and transactional. Interpersonal is communicating in social purposes and transactional is communicating to get something done.

d. Basic types of speaking

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (United States of America: Longman, 1998), p. 272.

⁸ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), p. 56.

Speaking is the same as a product of oral language with the purpose to produce sounds, words, feeling, idea, or thinking. Douglas Brown States there are five types of speaking:⁹

- 1) Imitative. Imitative is the ability to imitate the sound of word or phrase or possibly sentences.
- 2) Intensive. Intensive is the production of short stretches of oral language designed to demonstrate competence, example of intensive assessment task include directed response task, reading aloud, sentence and dialogue completion.
- 3) Responsive. Responsive assessment task include interaction and test comprehension such as: very short conversations, standard greetings and small talk, simple request and comment the like.
- 4) Interactive. The difference between responsive and interactive speaking is in length and complexity of interaction, which sometimes includes multiple exchanges or multiple participants. From the above explanation, the researcher concludes that interactive is a complex interaction of speaker and listener.
- 5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story telling.

⁹ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (United States of American: San Francisco State University, 2003), p. 141-142.

From those types, it could be concluded that there are five types of speaking. They are: Imitative, Responsive, Intensive, Interactive and Extensive (monologue).

e. Speaking difficult

Speaking is not an easy subject. It needs a routine learning activities and also strategies to make it fluency and accuracy. Some students will feel difficult when they are trying to speak. Furthermore, the teacher should aware about the conditions of students and reinvestigate their difficulties.

There is something that make speaking difficult. Those are points that generally cannot be mastered well by the learners.¹⁰

- 1) Clustering: clustering is how to speak fluently phrase by phrase, not word by word.
- 2) Redundancy: redundancy is how to make the meaning clearer though redundancy of language.
- 3) Reduced forms: contractions, elision and reducing vowel are some problems in teaching spoken English.
- 4) Performance variables: one of the advantages of spoken language is that the process of thinking as you speak allows you to repeat your speech or to make a correction. Learners can be taught how

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (United States of America: Longman, 1998), p. 270-271.

to pause and hesitate. For example; in thinking time is not silent, but we can insert certain fillers such as well, you know, like, and I mean.

- 5) Colloquial languages: learners can be with the words, idioms, and phrases of colloquial language.
- 6) Rate of delivery: one of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, rhythm, and intonation: this is the most important characteristic of English pronunciation because the stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- 8) Interaction: the creativity of conversational negotiation.

From the above explanation, it could be concluded that some points that make speaking difficult are how to speak fluently, how to give opportunity and to make the meaning clearer through the redundancy of language, reduced forms, looking for colloquial languages, and the creativity in conversation.

f. Definition Proficiency Level

Proficiency levels of speaking based ACTFL Proficiency Guidelines in Brown, as follow:¹¹

Table 1
Proficiency Level of Speaking

Level	Generic Description- Speaking
Novice	The novice level is characterized by the ability to communication minimally with learned material.
Novice low	Oral production consists of isolated words and perhaps a few high- frequency phases. Essentially no functional communicative ability.
Novice mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality I increased.
Novice high	Able to satisfy partially the requirements of basic communicative exchanges by relying on learned utterances but occasionally expanding these through simple recombination of their elements.
Intermediate	The intermediate level is characterized by the speaker's ability to: create with the language by combining and recombining learned elements through primarily in a reactive mode. Initiate, minimally sustain and close in a simple way basic communicative tasks. Ask and answer question.
Intermediate low	Able to handle successfully a limited number of interactive, task- oriented and social situations.
Intermediate	Able to handle successfully a variety of

¹¹H. Douglas Brown, *Teaching by*, p. 102-103.

mid	uncompleted, basic and communicative task and social situation.
Intermediate high	Able to handle successfully most uncompleted communicative tasks and social situations.
Advanced	The advanced level is characterized by the speakers ability to: converse the clearly participation-initiate, sustain and bring to closure a wide variety of communicative task including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events. Satisfy the requirement of school and work situation. Narrate and describe with paragraph- length connected discourse.
Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements.
Advanced plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situation.
Superior	The superior level is characterized by the speaker's ability to: participate effectively in most formal and informal conversation on practical, social, professional and abstract topic. Support opinion and hypothesis using native- like discourse strategies.
Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

g. Teaching Speaking Skill in the Classroom

1) Principles for Teaching Speaking Skill

Assumption about teaching speaking mostly concerns on real communicative and motivational learning. Lazaraton in

addition states that, oral skills classes at the levels are often structured around functional uses of language.¹²

However, the difficulty that is found by teacher in the classroom is the difficulties to students speak in English, not to use their mother tongue. Harmer assumed that those can be handled by setting clear guidelines, choosing appropriate tasks, creating an English atmosphere and using persuasion and other in-document to promote the use of English and explain clearly what is expected by students'.¹³

In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are in the following:

- a) Students' cognitive learning process should be engaging in plenty repetition of a limited a number of words, phrases and sentences and getting students to use practiced language for genuinely meaningful purposes.
- b) The role of teacher is the only initiator of language. Pair-work and group work are effective techniques for taking students focus off teacher and for getting them into an interactive frame of mind.

¹² Anne Lazaraton, " Teaching Language Skill", Marianne Celce- Mercia (ed) *Teaching English as a Second Foreign Language*, (USA: Heinle- Heinle Thomson Learning, 2001),p. 105.

¹³ Jeremy Harmer, *The Practice.....*, p. 132-133.

- c) Teacher talk: teacher input in the class is crucial. Teachers English needs to be very clearly articulated.
- d) Authenticity of language: language should be authentic. Utterances are limited to short, simple phrases.
- e) Fluency and accuracy: fluency is a goal at this level. Students' need to practice freely and openly without fear being corrected. Teacher needs to give some treatment of selected of grammatical and phonological errors.
- f) Students' creativity: teacher gets students to be creative within confines of a highly controlled repertoire of language.
- g) Technique: group and pair activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.
- h) Speaking goals: speaking functions are meaningful and authentic communication task.¹⁴

2) Testing Speaking

Brown states "a test is a method of measuring a person's ability or knowledge in a given domain".¹⁵ It means that, test is used to measure students' achievement. Some important points in testing speaking are know the students' proficiency level.

¹⁴H. Douglas Brown, *Teaching by.....*, p. 111-113.

¹⁵H. Douglas Brown, *Language Assessment: Principle and classroom practices*, (United States of America: San Fransisco State University, 2004), p. 384.

B Knight describes that oral test is a fascinating workshop in which teachers investigate how to measure students' speaking skill.¹⁶ That is all to know how far students' achievement after giving the explanation about the material.

Arthur Hughes explains that there are five categories to measure speaking skill as the following:¹⁷

a) Accent

The term accent is "used to refer to the speech of someone who speaks a language non-natively".¹⁸ The students' accent can be known from their speech and how they pronounce the words.

Furthermore, Arthur Hughes stated that accent can be identified looks like this:¹⁹

(1) Pronunciation frequently unintelligible.

(2) Frequent gross errors and a very heavy accent make understanding difficult.

¹⁶16 Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2007), p. 334.

¹⁷17 Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

¹⁸18 Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departement Pendidikan Anak dan Budaya, 1988), p. 138

¹⁹19 Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-110.

(3) “Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.

(4) Marked “foreign accent” and occasional mispronunciations, which do not interfere with understanding.

(5) No conspicuous mispronunciations, but would not be taken for a native speakers.

(6) Native pronunciation, with no trace of foreign accent.

b) Grammar

According to Cambridge Encyclopedia “Grammar deals with the abstract system of rules in terms of which a person’s mastery of his native language can be explained”.²⁰ In addition, grammar also refers to the students’ achievement of arrange the words into a good sentences.

Furthermore, Arthur Hughes stated that grammar can be identified looks like this:²¹

(1) Grammar almost entirely inaccurate phrases.

²⁰Crystal, D., *The Cambridge Encyclopedia of the English Language*, (Cambridge: Cambridge University Press, 1995), p. 5.

²¹Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 287.

- (2) Constant errors showing of very few major patterns and frequently preventing communication.
- (3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- (4) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- (5) Few errors, with no pattern of failure.
- (6) No more than two errors during the interview.

c) Vocabulary

Nunan states “vocabulary is more than a list of target language of words”.²² A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words. In addition, vocabulary refers to the students achievement to build up the words using some related vocabularies.

Furthermore, Arthur Hughes stated that vocabulary can be identified looks like this:²³

²² David Nunan, *Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 258.

²³ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110.

- (1) Vocabulary inadequate for even the simplest conversation.
- (2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- (3) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- (4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non- technical subjects with some circumlocution.
- (5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- (6) Vocabulary apparently as accurate and extensive as an of the educated native speaker.

d) Fluency

Nunan states “Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on”.²⁴

²⁴ David Nunan, *Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 55.

Furthermore, Arthur Hughes stated that fluency can be identified looks like this:²⁵

- (1) Speech is no halting and fragmentary that conversation is virtually impossible.
- (2) Speech is very slow and uneven except for short or routine sentences.
- (3) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- (4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
- (5) Speech is effortless and smooth but perceptibly non-native in speed and evenness.
- (6) Speech all professional and general topics as effortless and smooth as a native speaker.

e) Performance/ Comprehension

Performance is the capacity for understanding ideas, fact, and so on. Performance in think aloud technique capture preference data simultaneously rather than having to ask

²⁵Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

preferences questions later. Then, think aloud in performance may help some participants focus by falling of working and talking.

Moreover, Arthur Hughes stated that performance can be identified looks like this:²⁶

- a) Understands too little for the simplest type of conversation.
- b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.
- c) Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.
- e) Understandings everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

²⁶Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 113.

- f) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

2. The General Concept of Drama Technique

a. Definition of Drama Technique

Drama is imaginatively and intellectually demanding, a highly motivating tool for learning. It encompasses a very wide selection of practices, ranging from free play on the playground to more formal theatre trip.²⁷

Drama is the one of various technique used in teaching speaking, to get students' feel enjoy, fun and entertain.

Maley and Duff stated:

“Drama technique is the activities, many of which are based on technique used by factor in their training. Through drama technique, students are given opportunities to use their own personality in creating the material on which part of the language class is based.

²⁷ Teresa Cremin, *Teaching English Creatively*, (UK: ROUTLEDGE, 2009), P. 26.

They draw on the natural ability of everyone to imitate, mimic and express themselves through gesture and facial expression”²⁸

So, that Drama technique is the activity or technique that used by actors in their training. Through them, students can draw the natural ability to imitate, mimic and to express themselves through gesture or facial expression.

b. The Principles of Drama Technique

There are many principles of drama technique:

1) Aim

This indicates the broad reasons for doing the activity.

The aim is to know the indicates before doing something.

2) Focus

This relates to the narrower, linguistic objectives.²⁹

When use the drama technique, the students’ must focus until get the objectives.

3) Level

²⁸Alan Maley and Alan Duff, *Drama Techniques a Resource Book of Communication Activities for Language Teachers* (United Kingdom: Cambridge University Press, 2005), p. 2.

²⁹*Ibid.*, p. 2

The important thing to remember here is that the same activity can often be done at many different levels, drawing on whatever language the students' may be able to use.

4) Time Similarly

It is difficult to set accurate timings. Many of the timings are based on the assumption that you will be using an activity for a whole class hour, so we need to give some guidance on how much time should be devoted to each stage.

5) Preparation

Most of the activities require little or no special equipment or material. All you really need is a “roomful of human beings”. Sometimes you will also need to ask students' to bring materials or objects to class.

6) Procedure

This specifies the steps you should go through to implement the activity. You may need to be flexible here too. With large classes, you may need to vary group size. With small classes, the group is already very small, so you may need to vary the instructions accordingly.

7) Follow-on

This suggests ways in which the activity can be extended, either in class or as homework.

8) Variations

This suggests alternative ways of doing the activity, or slightly different yet related activities.

9) Notes

This provides comments on the activity. Some activities include reference to other published sources.³⁰

The researcher can conclude, that the principles of drama technique is the format should be apply in drama technique as a grip to teacher guide students' by using drama technique in teaching speaking.

c. The Process of Drama

Process drama quite naturally embodies two mighty steps in curriculum and classroom management, both of which are also a divergence from traditional Western theatre practice. They are:³¹

- 1) First, all the students are effectively engaged all the time within the dramatic action, usually as characters within the fictional context, and never as just a passive audience, or listeners.
- 2) Second, through the overall structure is usually created and controlled by the teacher, the genre demands that the participants

³⁰ *Ibid.*, p. 3

³¹ John O'Thoole, et.al., *Drama and Curriculum* (Australia: Springer, 2009), p. 105

are not only given a degree of freedom in how they interpret their roles and functions, but they are usually invited at certain points to help or even take a lead in planning the drama it self.

d. The Element of Drama

According to Tracey Sanders³² the elements of drama/ the bones of drama are relationships, tension, focus, time and place, language, movement, mood, and also symbols. Relationships are central to all dramatic action which has relationship between people, people and ideas, people and the environment. Tension is the force that drives the drama. There are four main types of drama tension. They are of tension the task, relationships, surprise and mastery.

Focus in exploring one aspect of the situation which we wish to develop and staying clear about our intention and driving our character and associated contents forward in the performance. For doing Drama, someone needs the time and place. Dramatist need to carefully choose the place where the action takes place as this can greatly affect the events and tensions within the drama.

Aspects of place include the range of characters, closed and open setting, contrasting settings, messages of place. Language used in drama we express our ideas, our feelings and our needs to each other.

³² Tracey Sanders, “ *The Elements of Drama*” ([http:// dlibrary. Acu.edu.au](http://dlibrary.acu.edu.au) accessed at October 31 2017 retrieved on 05 pm).

It could be expressed also in language by the words we say, the way we say them, our body language. Movement is about images in action and stillness and contrast when someone doing drama.

Mood is the feeling or atmosphere that is created by, and emerges through, the drama action. Symbols are what the drama makes someone understand. He or she sum up the meaning of the play, sometimes even on a subconscious level. Symbols can be expressed through language, movement, visual images.

e. The Advantages of Drama Technique

These are manifold advantages of drama technique:

1) Stimulates authentic conversation

Drama technique stimulates authentic learner-to-learner conversational interaction. And also develop conversational competence among second language learners.

2) Is a fluency activity

Where opportunities arise for the learner to use language freely and creatively. Drama techniques focus on using language as a conversational resource.

3) Is suitable for consolidation

Since drama technique is more practice/ revision activities than teaching activities, they are useful and more suitable for

consolidating and practicing aspects of conversational proficiency than teaching new form.

4) Creates sensitivity and a sense of awareness

Drama technique brings the outside world into the classroom. This could have affective effects in terms as social interaction and cultural awareness.

5) Increases motivation

Drama technique prompts mental and bodily activity. The activities require active participation. Situations are created for the student to use the language meaningfully and this would motivate the students' toward participation.

6) A break from routine

The use of drama technique is a break from the usual textbook teaching and the 'chalk' and 'talk' method of the teacher.

7) Prepare students' for real life and unpredictability

Drama technique provide opportunities to reach to these situations and to give the students' a taste of real life.³³

From the explanation above, many advantages comes from drama technique in teaching speaking. Before using the drama

³³ The English Teacher [online]. Vol XIX. (<http://www.melta.org.my/1990/main8.html> accessed at november 1, 2017 retrieved on 11 pm.

technique, so the teacher must know about the advantages of drama technique.

f. Basic Drama Technique

There are some basic drama technique according to Diana Calle E.³⁴ they are mime, role play, simulation, and improvisation. Mime is “A non-verbal representation of an idea or story through gesture, bodily movement, and expression” this consist of some body gesture that students’ have to do. But they do not use a single spoken word.

Role play is very original technique since role play is an instrument in order to help students’ to improve the skills they need to learn a foreign language. In this technique students apply some of their own skills like intuition, imagination, emotion, physical actions and many elements that human beings employ in real life.

Role play is a useful tool to students’ as they appointed some roles in such a manner they take action in scenes or part of a scene. Some topics of common interest for students’ encourage them to work together. “Concurs that role taking is so flexible that when applied in

³⁴ Diana Calle E., *Drama in the Classroom to Improve the Spoken Communication Skill for Junior Students* (Ecuador: English Educational Department, 2011), p. 17-21.

education, it will suit all personalities and teaching circumstances". This technique allows students' to produce the foreign language in different situations or stages of the role play unconsciously. According to Gower et-al³⁵ that a role play is when students' take the part of particular person, they take part in a situation, action out a conversation.

Meanwhile, according to Revell³⁶ that role play defined as an individual's spontaneous behavior reacting to others in hypothetical situation. The essential core of activity is understanding the situation of another person, and to do this well the player needs to come to grips with the other participants' roles, not just his own. It can be illustrate that in role play, a player is given basic information about who he/she is, what he/she is like, and what he/she wants to do.

In conclusion of researcher, students perform a role which could be real or imaginary. It requires participation, availability, and responsibility of each students' in order for the learning process to be successful. There are different kinds of role plays. Teachers can choose the role play they require, according to the necessities of their students.

³⁵ Roger Grower, et-al, *Teaching Practice: A Handbook for Teachers in Training* (Oxford: Macmillan Education, 2005), p. 105

³⁶ Jane Revell, *Teaching Techniques for Communicative English* (London: Macmillan Press, 1994), p. 60-61.

A simulation as case study where learners become participations in an event and shape the course of the event. Students have roles, responsibilities, functions, duties where the whole class is involved in an environment of dialogues, greetings, introductions, compliments and complaints.

The focus of improvisation is on helping learners to discover their own resources from which their most imaginative ideas and strongest feelings flow, participants gain freedom as self-discipline and the ability to work with others develops. This technique encourages students' to participate more in the learning process because of motivation.

B. Review of Related Findings

There are some related findings in this research; the first is Akmal Khairani Nasution "Improving students' speaking skill by using Communicative Language Teaching Approach at grade VIII SMP N 9 Padangsidempuan" she told that Communicative Language Teaching Approach can improve students' speaking skill.³⁷

The second, Herliani Nasution has done a research in MTS N 2 Padangsidempuan about "Improving students' speaking skill by using Community Language Learning at grade VIII MTS N 2 Padangsidempuan".

³⁷ Akma I Khairani Nasution, *Improving students' speaking skill by using Communicative Language Teaching Approach at grade VIII SMP N 9 Padangsidempuan* (Padangsidempuan: IAIN Psp, 2015).

She concluded that Community Language Learning could improve students' speaking skill at grade VIII MTS N 2 Padangsidempuan.³⁸

The third, Sapran Pasaribu has done a research in MAN Sibolga about "Improving students' pronunciation through Drama at grade XI MAN Sibolga". He told Drama technique could improve students' speaking skill at grade XI MAN Sibolga.³⁹

The fourth, Terri Halimah has done a research in SMA N 1 Angkola Barat about "The Effect of Drama technique on Students' Speaking Mastery at grade XI SMA N 1 Angkola Barat". The concluding of her research there was a significant effect on students' speaking mastery in teaching speaking by using Drama technique on students' speaking mastery.⁴⁰

The last, Mora Hasonangan has done a research in SMA N 3 Padangsidempuan about "Improving students' speaking skill through describing picture at grade XI SMA N 3 Padangsidempuan". He told describing picture could improve students' speaking skill at grade XI SMA N3 Padangsidempuan.⁴¹

Thus, the researcher had done a research about students' speaking skill by using Drama Technique. Therefore, researcher wants to solve speaking

³⁸Herliani Nasution, *Improving students' speaking skill by using Community Language Learning at grade VIII MTS N 2 Padangsidempuan* (Padangsidempuan: IAIN Psp, 2016).

³⁹Sapran Pasaribu, *Improving students' pronunciation through Drama at grade XI MAN Sibolga* (Padangsidempuan: IAIN Psp, 2014).

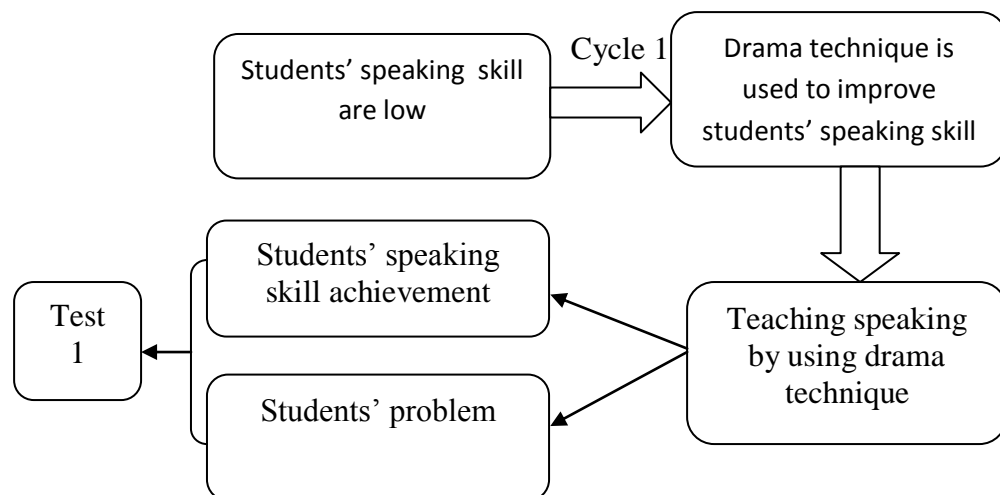
⁴⁰Terri Halimah, *The Effect of Drama technique on Students' Speaking Mastery at grade XI SMA N 1 Angkola Barat* (Padangsidempuan: IAIN Psp, 2015).

⁴¹Mora Hasonangan, *improving students' speaking skill through describing picture at grade XI SMA N 3 Padangsidempuan* (Padangsidempuan: IAIN Psp, 2017).

problem in improving students' speaking skill at grade XI SMA N 1 Angkola Selatan by using Drama Technique. This approach very effective to make the students' have a skill in speaking especially make them to have communicative competence. Therefore, the researcher chose this approach.

C. Conceptual Framework

The researcher plans to do research based on the framework below:



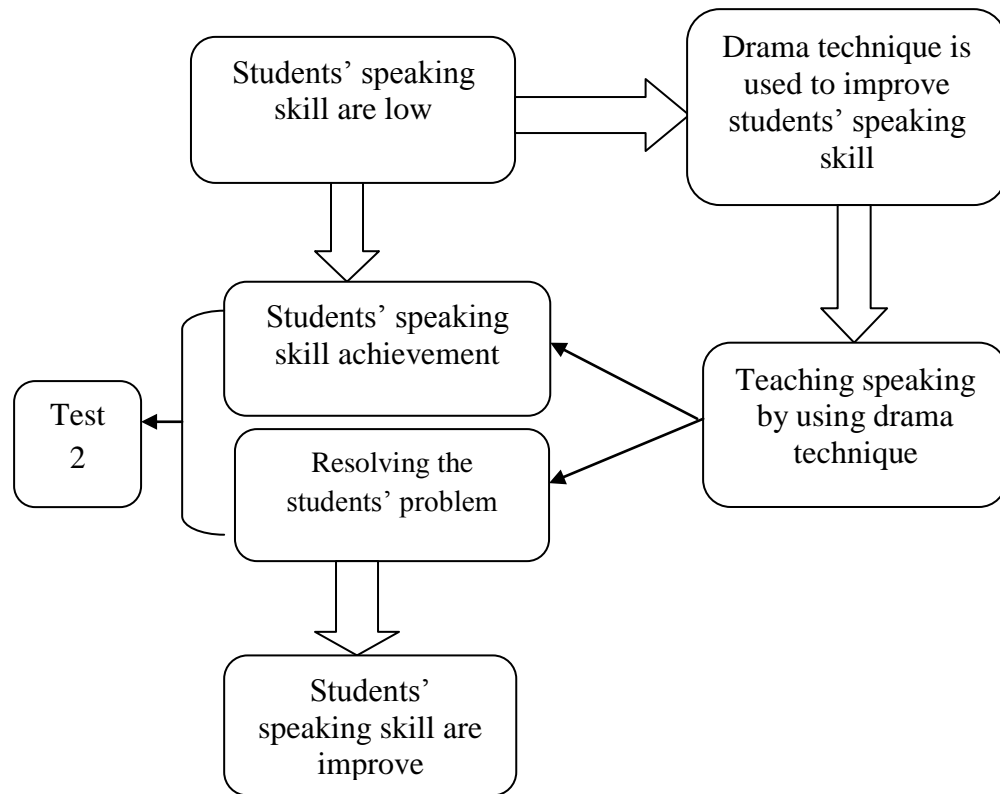


Figure 1. Conceptual Framework

Based on the figure above, the students' problems are; students' speaking skill is less motivation, feel difficult to pronounce the words and feel difficult to memories the English words. Thus, the researcher tries to improve students' speaking skill by using Drama technique.

D. Hypothesis of Action

The hypothesis in this research is a proposition which could be put to a test to determine its validity. It may prove whether it is correct or incorrect. So, the hypothesis of this research is using "Drama Technique can improve

students' speaking ability at grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan”.

BAB III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The place of the research is at SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan. It is located at Marpinggan Street, Kelurahan Napa, Kecamatan Angkola Selatan Kabupaten Tapanuli Selatan. The time of this research is from October 2017 until May 2018.

B. The Research Design

In this research, classroom action research is applied. Based on Gay and Airasian classroom action research is a type of practitioner research that it used to improve the practitioner's practice: action implies doing or changing something.¹ This research is conducted to improve the teacher's practice in the classroom for speaking teaching applied Drama.

Action research can be defined as the process of studying a real school or classroom situation to understand and improve the quality of actions or instruction.² And action research is used to refer the ways of investigating professional experience which link practice and the analysis of practice into a

¹ L.R. Gay & Peter Airasian, *Educational Research: Competence for Analysis and Application* (USA: Prentice Hall, Inc, 2000), p. 593.

² Andrew P. Johnson, *A Short Guide to Action Research* (USA: Pearson Education, 2005), p. 21.

single productive and research participation into a single community of interested colleagues.³

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what is done. Reflection is to propose what have done.

C. Subject of Research

The subject of this research is the students at grade XI SMA N 1 Angkola Selatan, there were three classes of grade XI in SMA N 1 Angkola Selatan, XI IPA-1, XI IPA-2 and XI IPS. The researcher chose grade XI IPA 1 as the subject of this research because there were some problems of speaking in this class. The reasons for choosing this class is because the researcher found the problems in students' speaking ability in SMA N 1 Angkola Selatan after the researcher observed the result of raport and interviewed the English teacher. The researcher observed the execution while the teacher was doing and action in this class.

D. The Instrument

There were three instruments in the research, they were:

³OrtrunZuberSkerrit, *New Direction in Action Research* (London: The Palmer Press, 1996), p. 14.

1. Test

In this research, the researcher used test to measure the students speaking ability. The test taken before action done. The researcher used the pre-test and post-test. It can be used to get the students score of their speaking by using the appropriate instruments. These test were also used to know about the improvement of their speaking. Kinds of the test they are: Record. Record is the something interview witch the can result.

To know the improvement of students' speaking skill, there are some criterions that must be considered. The researcher took some indicators of speaking test as the table below:

Table II
Indicators of Speaking Test:⁴

NO.	The Indicators of Speaking Skill	Score
1.	Accent:	1-5
	1. Pronunciation frequently unintelligible.	1
	2. Frequent gross errors and a very heavy accent make understanding difficult.	2
	3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.	3
	4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding.	4
	5. No conspicuous mispronunciations, but would not be taken for a native speaker.	5
2.	Grammar:	1-5

⁴ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

	1. Grammar almost entirely inaccurate phrases.	1
	2. Constant errors showing control of very few major patterns and frequently preventing communication.	2
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	4. Occasional errors showing imperfect control of some patterns or weakness that causes misunderstanding.	4
	5. Few errors, with no patterns or failure.	5
3.	Vocabulary:	1-5
	1. Vocabulary inadequate for even the simplest conversation.	1
	2. Vocabulary limited to basic personal and survival areas.	2
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocution.	4
	5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	5
4.	Fluency:	1-5
	1. Speech is so halting and fragmentary that conversation is virtually impossible.	1
	2. Speech is very low and uneven except for short or routine sentences.	2
	3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
5.	Performance/Comprehension:	1-5
	1. Understand too little for the simplest type of conversation.	1
	2. Understand only slow, very simple speech on common social and touristic topics, required	2

	constant repetition and rephrasing.	
	3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	5. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	5
	MAXIMAL SCORE: 25 x 4	100

2. Observation

Observation is used to observe the students' problem, the all students' action that has bad impact to them, especially students' problem in speaking. For examples: they makes noisy in the classroom, they go permission, they sleep in the classroom, they walk around, and they don't attend. Observation is also used to get information about phenomenon that occurs in the classroom by doing observation and recording toward visible phenomenon systematically.

The researcher observed the learning-teaching activities in the classroom, the students' activities and teachers' activity during the teaching-learning process, and the factors which influence the teaching-learning process in the speaking by using fishbowl technique. There were some kinds of observation: they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation.

However, the researcher used observation type field notes, because it was a simple form and the data were not counted but using note to describe what happened in the classroom.⁵ Beside it the researcher also made a note in every research.

3. Interview

Interview is a method to collect the data. According to Hornby states that interview is to talk somebody and ask their question at a formal meeting to find out if he/ she is suitable for job or study.⁶ It is used to get the data or information that is not expressed in observation. After conducting observation, the researcher will do interview to the students. The interview will concern with the findings of observation not test to get more information and clarification of the findings from the students.

Moreover, the researcher will use the interview to know the condition of the students and also to know the students' problems in speaking skill by using interview technique in the classroom. There are five data that will be taken from the students', they are:

- 1) The students' problem in accent.
- 2) The students' problem in grammar.
- 3) The students' problem in vocabulary.
- 4) The students' problem in fluency.

⁵ Anne Burns, *Doing Action Research*,... p. 67.

⁶ A. S Hornby, *Oxford Advanced Learned Dictionary* 7th Edition,... p. 788.

5) The students' problem in performance/ comprehension.

E. The Procedures for Classroom Action Research

The action research followed the model that was developed by Kemis and Robin. It is a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

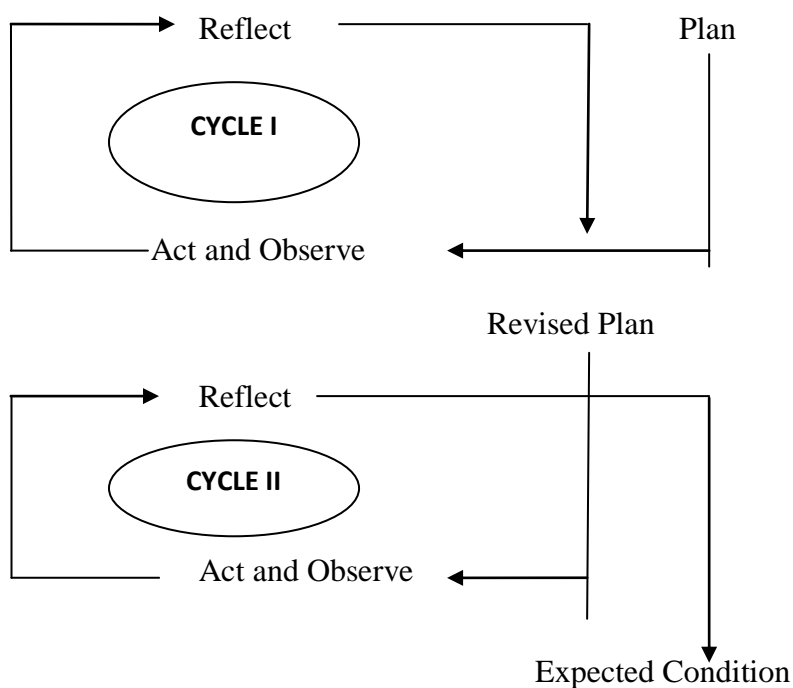


Figure 2: Action Research Spiral⁷

Before doing the research procedure, the researcher administered observation and got the license research from the school and orientations identify the basic knowledge of students' about speaking in the school. The

⁷*Ibid.*

procedure of data collection of the study was conducted within two cycles. First cycle was two meetings, second cycle was two meetings, so there were four meetings in the action research. Each meeting included four stage namely planning, action, observation, and reflection.

The procedures of first cycle were:

a. The First Meeting

In this meeting, the students' speaking is measured and their problems in speaking were analyzed. The students' attitude toward speaking saw clearly.

1) Planning

Planning is arrangement of doing something. In planning, it was consider everything related to action and it was also preparing everything that needed in teaching and learning process. There were many activities that has been planned, they were:

- a) Making lesson plan which covers the step of action
- b) Preparing the teaching material for speaking
- c) Preparing the instrument for collecting data
- d) Preparing the scrip of drama
- e) Preparing the score list

2) Action

Action is the implementation of planning. In these procedures, students' were though through how to speak the text

and answer the question based on the text through learning method that was drama. The procedures of the action research were:

- a) Teachers ask the students' to make a group.
- b) Teacher introduces the drama.
- c) Teacher introduces the topic of the drama for each role of students'.
- d) Teacher distributed one copy of a dialogue to each role of students'. Allowing ten minutes for them to decide who was talking, where they were and what they were talking about.
- e) Teacher checked on students' ideas in whole class-session.
- f) Teacher allowed another ten minutes for students' to rehears speaking the dialogue. Each student should try both halves of the dialogue.
- g) Teacher commanded students' to perform their dialogue in a whole-class session. This was when improvements, especially in intonation could be suggested.

3) Observation

In this research, the observations focus on:

- a) Observing the execution of drama technique.
- b) Observing the students' speaking skill.
- c) Discussing with collaborator to observer planning.

- d) Evaluating students' by talking the score of students' speaking skill based on drama technique.
- e) Making a note in every activities of teaching learning
- f) Discussing with the English teacher about the weakness of drama technique when teaching learning process.

4) Reflection

- a) Discussing what was the result during the drama performed.
- b) Explaining the result of participant activity.
- c) Analyzing the researcher and the students' mistaken in the drama.
- d) Solving the problem by giving the solution in pronounce the sentences.
- e) Discussing the next drama. The result of the reflection was used to take further action for the next cycle.

b. The Second Meeting

From the evaluation in first meeting, the researcher found the students' score. The researcher made the plan based on the difficulties of students' speaking to improve their speaking in the second cycle.

1) Planning

- a) Making lesson plan which covers the step of action
- b) Preparing the teaching material of speaking
- c) Preparing the instrument for collecting data

d) Preparing the scrip of drama

e) Prepare the score list

2) Action

a) Teacher asked the students to make a group

b) Teacher introduced the drama

c) Teacher introduced the topic of the drama for each of role students'

d) Teacher distributed one copy of a dialogue to each role of students'. Allowing ten minutes for them to decide who was talking, were they were and what they were talking about.

e) Teacher allowed another ten minutes for students' to rehearse speaking the dialogue. Each student should try bolt halves of the dialogue.

f) Teacher commanded students' perform their dialogues in a whole-class session. This was when improvements, especially in intonation could be suggestion.

3) Observation

In this research, the observations focus on:

a) Observing the execution of drama technique.

b) Observing the students' speaking skill.

c) Discussing with collaborator to observer planning.

- d) Evaluating students' by talking the score of students' speaking skill based on drama technique.
- e) Making a note in every activities of teaching learning
- f) Discussing with the English teacher about the weakness of drama technique when teaching learning process.

4) Reflection

Researcher reflected the all meetings and analysis to make conclusion of using drama in teaching students' mastery in speaking. Those meetings were what the researcher said in the first cycle.

The procedures of Second cycle were:

a. Third Meeting

In this third meeting, the students' speaking was measured and their problems speaking were also analyzed. The students' attitudes and self-confidence toward speaking was better than before.

1) Planning

For this meeting, there were many activities that had been plan they were;

- a) Making lesson plan which covers the step of action
- b) Preparing the teaching material of speaking in script of drama

- c) Preparing the instrument for collecting data, observation and test
- d) Preparing the score list

2) Action

In action of this third meeting, just like the meeting before, the procedures of the action research were;

- a) Teacher asked the students to make two groups.
- b) Teacher introduced the drama.
- c) Teacher introduced the topic of the drama for each of role students'.
- d) Teacher distributed one copy of a dialogue to each role of students'. Allowing ten minutes for them to decide who was talking, were they were and what they were talking about.
- e) Teacher allowed another ten minutes for students' to rehearse speaking the dialogue. Each student should try bolt halves of the dialogue.
- f) Each group performed their dialogues in a whole-class session. This was when improvements, especially in intonation could be suggested.

3) Observation

In this research, the observations focus on:

- a) Observing the execution of drama technique.
- b) Observing the students' speaking skill.
- c) Discussing with collaborator to observer planning.
- d) Evaluating students' by talking the score of students' speaking skill based on drama technique.
- e) Making a note in every activities of teaching learning
- f) Discussing with the English teacher about the weakness of drama technique when teaching learning process.

4) Reflection

The researcher made the result of the reflection that used to take further action for the next meeting.

b. Fourth Meeting

From the evaluation in the third meeting, the researcher also found the students' score. The researcher made the plan based on the difficulties of students' speaking to improve their speaking in the forth meeting.

1) Planning

- a) Preparing the teaching material or script of drama in dialogue.

- b) Preparing the instrument for collecting data; observation and test.
- c) Preparing the score list.

2) Action

- a) Teacher asked the students' to make four groups.
- b) Teacher introduces the drama.
- c) Teacher introduced the topic of the drama for each role of students'.
- d) Teacher distributed one copy of a dialogue to each role of students'. Allowing ten minutes for them to decide who was talking, where they were and what they were talking about.
- e) Teacher allowed another ten minutes for students to rehearse speaking the dialogue. Each students' should try both halves of the dialogue.
- f) Students' performed their dialogues in a whole-class session. This is when improvements, especially in intonation could be suggested.

3) Observation

In this research, the observations focus on:

- a) Observing the execution of drama technique.
- b) Observing the students' speaking skill.

- c) Discussing with collaborator to observer planning.
- d) Evaluating students' by talking the score of students' speaking skill based on drama technique.
- e) Making a note in every activities of teaching learning
- f) Discussing with the English teacher about the weakness of drama technique when teaching learning process.

4) Reflection

The researcher had been reflected the all meetings and analysis to make conclusion of using drama in teaching students' mastery in speaking. Those meetings were what the researcher said in the second cycle.

The different between first and second cycle were students' action in learning process. In the first cycle the researcher used 16 procedures in teaching learning. And also in the first cycle, the researcher divided students in a group. In the second cycle the researcher used 14 procedures. Then divided students' in two and four groups of a class and measured the students' speaking about the speaking in drama. Afterwards, the researcher motivated the students' in order to support them interest in speaking in applying drama active while learning process in their class.

F. The Techniques of Data Analysis

In technique of analyzing the data, the researcher uses qualitative and quantitative data. Qualitative data is used to describe the situation of teaching process. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. The qualitative data is analyzed from observation sheet. In qualitative research, there are six steps as suggest by Creswell as in the following:⁸

- a. Organize and prepare the data for analysis. It involves transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.
- b. Read through all the data. It is done by obtaining a general sense of information, and reflecting on its overall meaning.
- c. Begin to detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involves taking text data into categories, and labeling those with a term (a term based on the actual language of the participant).
- d. Use the coding process to generate a description of the setting or people as well as categories or analysis. Description involves a detailed

⁸ John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p. 190-195.

rendering of information about the notes. Then, researcher uses it to generate themes or categories. Beyond identifying the themes during the coding, researcher build additional layers of complex analysis.

- e. Advance how to description and themes are represented in the qualitative narrative. It may be discussion that mentions a chronology of events, the detail discussion of several themes or inter-connecting themes. Researcher uses visuals or figure to convey descriptive information about participants in a table.
- f. Make interpretation or meaning of the data. It iss researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

Quantitative data is used to analyze the score of students. Quantitative data is collected and analyzed by computing the score of speaking test. To know the means of students' score and students' percentage of each cycle based on the school criteria complete study students minimum (KKM) is 75.

To know the mean score of the students' for each cycle, the researchers apply the following formula:⁹

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

Explanation:

⁹ Hartono, *Statistik : Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30

\bar{x} : the mean of the students

$\sum \bar{x}$: the total score

N : the number of the students

Moreover, to count the percentage of students through drama technique, the researcher uses the formula as follow:

$$P = \frac{R}{T} \times 100\%$$

Explanations:

P : the percentage of students who get the score 75

R : the number of students who get the score up 75

T : total number of students do test

After calculating and scoring students' performance then, their score are consulted the classification quality on the table below:¹⁰

Table III
Classification Quality of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher find the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value of mean score 81 – 100%. It can be categorized into very high.

¹⁰ Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitan Pemula*, (Bandung: Penerbit Alfabeta, 2012), p. 89.

- b. If the value of mean score 61 – 80%. It can be categorized into high.
- c. If the value of mean score 41 – 60%. It can be categorized into enough.
- d. If the value of mean score 21 – 40%. It can be categorized into low.
- e. If the value of mean score 0 – 20%. It can be categorized into very low.

To test the significances of data, the researcher used t-test for too small samples less than 30 students. The formulations of t-test as follow:¹¹

$$t_o = \frac{M_D}{SE_{MD}}$$

M_D = Mean of differences

$$M_D = \frac{\sum D}{N}$$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle,

$$D = X - Y$$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

SE_{MD} = Standard Error from Mean of Difference

¹¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Rajagrafindo Persada, 2008), p. 305-306.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N^2}}$$

SD_D = Standard Deviation from the difference score between First

Test and

Second test.

CHAPTER IV

RESEARCH RESULT

This chapter presents the research result. The research data are presented the process of improvement students' speaking ability and the result of students' speaking ability by using Drama Technique at grade XI IPA SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan in academic year 2017/ 2018. The descriptions are as follow:

A. The Data Description

1. First Cycle

The first cycle was conducted for two meetings. It carried out from April 03th up to 06th 2018. Every meeting was done for 2 x 45 minutes or 90 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. Here, the researcher made the activities and gave the process of improvement students' ability in the first cycle as follow:

a. Improving Students' Speaking Ability in the First Meeting

In the beginning of students' learning process, the researcher and the English teacher came to the class. The English teacher took a seat and gave the researcher a change to handle the class. Firstly, the researcher greeted the students and ordered the students to pray together and it was led by the chief of the class.

Secondly, the researcher read the students' attendance list. And then, the researcher started introducing the teaching learning process by making a small talk with all students for activating students' motivation in learning.

For the first step, the researcher gave a small talk to the students such as asking the students' feeling, asking the students' hobbies, asking the students' problems in English and so on. Some students could answer the questions. But, most of students' could not answer the question and they felt shame when they were speaking even though it was talking about themselves. So, the researcher motivated the students to say anything in English without worrying about grammar mistakes.

Furthermore, the researcher wanted to know students' speaking skill. So, the researcher gave simple questions by asking students' names, addresses, school, ages, hobbies, favorite artist and so on.

There were three students who answered the question directly they were EEM, PP, and SA. Then, there was a student who answered the questions reluctantly, she was YP. There were four students who answered the question in Indonesia language

they are HG, NAM, SS, and ZL. There were two students who answered the questions in Batakness, they were DP and IS. There were ten students answered the question mixer English and Indonesia language, they were AS, DA, EE, EEM, NI, NUA, RKY, RL, UR and YM. Whereas, the others were silent. The researcher did not take the students score of this test because the researcher only wanted to describe students' motivation in speaking.

Thus, from the description of students' motivation in speaking, there were only twenty from forty students who were ready to learn even though most of them answered by using Indonesia language or Batakness. It was because the students did not have motivation to study.

1) Students' Learning Process in the First Meeting

In the first meeting, the researcher found some problems of students' learning process. Some students seemed less to interest to practice their English in the class because the technique of their teacher was bored and uninterested for them.

The learning process consisted of four steps for doing research, such as planning, action, observation, and reflection.

It would be explain as follow:

a) Planning

In this cycle, the researcher planned and designed activities for drama in speaking with the topic Jack and the beanstalk to be used to solve the students' lack in speaking.

- (1) Making lesson plan.
- (2) Preparing all materials and instrument that were used in the activity in this meeting.
- (3) Preparing the scrip of drama.
- (4) Preparing the score list.

b) Action

The first cycle applied in two meetings. In this cycle, the researcher applied the drama in teaching speaking. Classroom activities should maximize opportunity to students to used target language for meaningful purpose.

To start the teaching speaking in drama, the researchers as teacher did some actions:

- (1) Teacher asked the students to make a group.
- (2) Teacher introduced the drama.
- (3) Teacher introduced the topic of drama for each role of students.

- (4) Teacher distributed one copy of a dialogue to each role of students. Allowing ten minutes for them to decide who was talking, where they were and what they were talking about.
- (5) Teacher checked on students' ideas in a whole-class session.
- (6) Teacher allowed another ten minutes for students to rehearse speaking the dialogue. Each student should try both halves of the dialogue.
- (7) Teacher commanded students to perform their dialogues in a whole-class session. This was when improvements, especially in Accent could be suggested.

c) Observation

In this step, when the students were learning by using drama technique, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation and evaluation. Even though it had been arranged, but there were some students were not ready to study.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

- (1) There were seven students who were not ready to study, they were DP, HG, IS, IVS, MF, YP, and ZL.
- (2) There were six students who Students use mother tongue/ Bataknese to speak in the class, they were DP, HG, IS, MF, YP and ZL.
- (3) There were six students who did not have confidence to speak, they were AS, AP, ANS, DN, NAN, and NI.
- (4) There were eight students who have not care full when learning speaking by using drama technique, they were ATR, AL, ALX, DK, HP, MM, NUA, and PM.
- (5) There were four students who were passive in the class, they were DP, IVS, NAM and YP.
- (6) There was not who went permission and all students attended. (It can be look in Appendix V)

The condition of class was influenced by some factors, such as the students who made disturbance, use mother tongue/ Batakness in the class, not have

confidence to speak, not care full when learning English, passive in the class, the students who made disturbance influenced the other students.

Moreover, it did not depend on the students themselves, based on the indicator list of teacher in teaching learning process, the teacher had not been clear in:

- (1) Standing and writing face to students.
- (2) Explaining the steps teaching-speaking by using drama technique.
- (3) Determining the topic that will be discussed and practiced.
- (4) Explaining the steps teaching-speaking by using drama technique.
- (5) Monitoring time allocation.
- (6) Making a note in every activites.
- (7) Analyzing the weakness.
- (8) Sharing some experience about how to speak well.
- (9) Celebration.
- (10) Rhythm.
- (11) Neatness control.
- (12) Class noise control.

(13) Class formation arrangement. (It can be looked in Appendix VI).

It was because the first meeting researcher still felt nervous to teach the students.

d) Reflection

Researcher and the teacher concluded to do the next meeting because the drama was not successfully yet. The teaching must be reflected by:

- (1) Discussing what was the result during the drama performed.
- (2) Explaining the result of participant activity.
- (3) Analyzing the researcher and the students' mistaken in the drama.
- (4) Solving the problem by giving the solution in speaking the sentences.
- (5) Discussing the next drama.

2) Students' Learning Process in the Second Meeting

The day after giving the material in the first meeting, the researcher came to the class to continue the second meeting of learning process in the first cycle. It means that the

researcher wanted to know the students' achievement in speaking ability.

In the second meeting the teacher just reviewed the previous material to engage students' knowledge. Then, the teacher gave a test to students'. So, the researcher explained more about the important thing of this research.

The teacher told the students that she would note everything that was done by the students. The teacher told the students to be natural when they were speaking, and that would be a reward for the students who active and sportive in the class.

For the starting the test, the teacher gave group performance time to test students speaking ability. To measure students' speaking ability the teacher gave group performance test about drama Cinderella. Then, the researcher evaluated the result of their speaking test in the second meeting.

3) Students' Speaking Score of First Cycle

After doing the test, the researcher had analyzed students' achievement based on their performance in front of class. The researcher had found the students' speaking ability score in the first cycle as the following table below:

Table 3
Students' Speaking Score in First Cycle¹

No	Name	Speaking Score					Total	Score of percent age
		Accen t	Gram mar	Voca bular y	Fluen cy	Perfo rm/C ompr e		
1.	AS	2	2	3	3	2	12	48
2.	AP	3	3	3	3	3	15	60
3.	ASY	1	2	2	2	2	9	36
4.	ANS	1	1	2	2	2	8	32
5.	ATR	3	2	3	3	3	14	56
6.	AL	3	2	3	4	4	15	60
7.	AAA	3	2	3	3	3	14	56
8.	ALX	3	2	3	4	3	15	60
9.	BN	3	3	3	3	3	15	60
10.	DK	2	2	3	2	2	12	48
11.	DA	2	2	3	2	3	13	52
12.	DS	3	2	2	3	3	13	52
13.	DP	1	1	2	2	2	8	32
14.	DN	3	2	3	4	3	15	60
15.	EE	3	2	2	3	3	13	52
16.	EEM	4	3	4	5	4	20	80*
17.	FF	3	3	3	3	3	15	60
18.	HG	1	1	2	2	2	8	32
19.	HP	3	2	3	4	3	15	60
20.	IS	2	2	2	2	3	11	44
21.	IVS	2	1	2	1	2	8	32
22.	MF	2	2	3	2	2	11	44
23.	MM	3	2	3	4	3	15	60
24.	NA	2	1	2	2	2	9	36
25.	NAN	3	3	3	3	3	15	60
26.	NI	2	2	3	2	2	11	44
27.	NUA	3	2	3	4	3	15	60
28.	NAM	1	1	2	2	2	8	32
29.	PP	4	3	4	5	4	20	80*
30.	PM	3	3	3	3	3	15	60

31.	RKY	3	2	3	4	3	15	60
32.	RL	4	3	4	5	4	20	80*
33.	SS	3	2	3	4	3	15	60
34.	SSO	3	2	3	4	4	16	64
35.	SA	4	3	4	5	4	20	80*
36.	UR	2	2	3	2	3	12	48
37.	WR	3	2	3	4	3	15	60
38.	YM	3	2	2	3	2	12	48
39.	YP	2	1	2	2	2	9	36
40.	ZL	3	2	3	3	3	14	56
Total Score		104	82	112	123	113	535	2140
Mean		52	41	56	61.5	56.5	13.37	53.50
Percentage								10%

*The students who passed the KKM (75) in first cycle

From the score of students, it could be concluded that there were only four students who passed the KKM (75), five students were categorized into high category, twenty seven students were categorized into enough category and eight students were categorized it low category. The classification of students' scores would describe as the following table.

Table 4

The Classification of Students' Speaking Ability in the First Cycle

No	Classification	Predicate	Total of Students	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	8	20
3	41% - 60%	Enough	28	70
4	61% - 80%	High	4	10
5	81% - 100%	Very high	-	-
Total				100%

After getting students' speaking score in the first cycle, the researcher found the students' achievement were categorized into enough category. It means that, the students had some problems in speaking. There were five categories in speaking that focused of researcher. Such as: accent, grammar, vocabulary, fluency and performance/ comprehension.

In this case, each student had distinctive problems. So, the solutions of the problems should be different. After asking the students about their difficulties in speaking, the researcher found the problems and the reasons, as the following explanation:

a) Students' problems in Accent

Accent of students' speaking ability were low. The students mean score was 52 because many students usually use Bataknese to communicate with others. They were very rarely to speak English in the class or in their environment. So, students were still low in accent. In order to make accent of students improved, the teacher had to give more practice to the students to make it better.

b) Students' problems in Grammar

Grammar of students' speaking ability score were low. The students mean score was 41 because many students who still felt confused to arrange the words into a good sentence when they were speaking. Even though they had learned about grammar. It was because they felt difficult to build up the words. So, students were still low in grammar. In order to make grammar of students improved, the teacher had to give some examples to build up the words into a good sentence.

c) Students' problem in Vocabulary

Vocabularies of students' speaking ability score were low. The students' mean score was 56 because when the researcher gave question about how often they learn vocabularies at their home, nobody answered the questions. It means that, they just learned vocabularies at school and they would forget it after they went home. So, students were still low in vocabulary. In order to make vocabularies of students improved, the researcher had to give some vocabularies which are related to the topic.

d) Students' problems in Fluency

Fluency of students' speaking ability were low. The students mean score was 61.5 because some students could

not speak fluently by drama technique. So, students were still low in fluency. In order to make the students could speak fluency, because this approach also focused on students' ability to communicate fluently, the researcher had to give some directions how to speak fluently. Such as, repeat the word and practice English every day.

e) Students' problem in Performance/Comprehension

Performance of students' speaking ability score were low. The students means score was 56.5 because the students did not know how to start the conversation because they less understood about the topic. Even though some students understood about the topic and they knew the meaning of dialogue. But, they did not know how to reply or respond it. In order to make performance of students improved, the researcher had to explain more about the learning material and give more examples of the other dialogue.

2. Second Cycle

The second cycle was conducted for three meetings. It carried out from April 17th up to 20th 2018. Every meeting was done for 2 x 45 minutes or 90 minutes. So, two meetings were done for 4 x 45 minutes

or 180 minutes. Here, the researcher made the activities and gave the students' improvement in first learning process as follow:

a. Improving Students' Speaking Ability in the Third meeting

In the third meeting, the researcher entered to the second cycle. It means that the researcher had made a new challenge to make the learning process improved and better than the first cycle. The teacher opened the class as the same as usual, praying together, greeting all the students, reading students attendance list, organizing the seat formation, motivating the students to speak without worrying about their mistakes and explaining the purpose of learning, like how to make students are able to differentiate the situation and how whom they are speaking.

As the main purpose of this research, it focused on students' fluency not accuracy, students' awareness of social context, and students' ability in communication competence. The researcher gave a change for them to explore their knowledge through language.

1) Students Learning Process in the Third Meeting

Based on the reflection in the previous cycle, there were some problems that occurred when Drama technique were applied in learning process. In this case, the researcher had arranged the lesson plan and had made a new material that was

interesting to be discussed. The procedure of the second cycle was in the following:

a) Planning

In this meeting the researcher planned and designed activities for perform the drama about kisah Nabi Ayub to be used to solve the students speaking. Researcher planning was in the following:

- (1) Making lesson plan.
- (2) Prepare all the material that will be used in this cycle.
- (3) Prepare the instrument for collecting data.

b) Action

Researcher in developing drama especially drama technique needed extra time to prepare students about the activity. The researcher acts:

- (1) Teacher began the class by opening and continuously introducing the drama that had been planned. It was about kisah Nabi Ayub.
- (2) Teacher divided students into three groups for a whole class. Each group consists of eight students.
- (3) Teacher gave the scrip to each role students.
- (4) Teacher gave times to students to comprehend the scripts and their roles.

(5) Teacher asked the students to perform the drama by their own roles.

(6) Teacher observed the drama by their own roles.

(7) Teacher observed the drama activity and their speaking.

(8) Teacher managed and controlled the whole class, noisy and jokes while the other group performed their drama to avoid lost concentration.

(9) Teacher used the latest time to motivate them.

(10) Teacher closed the drama activity in the class.

c) Observation

In this step, there was an improvement of students in learning process. Some students who are not ready to study in the first cycle, they had been ready to start the study.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

(1) There were two students who were not ready to study, they were HG and IS.

(2) There were two students who Students use mother tongue/ Bataknese to speak in the class, they were DP and IS.

- (3) There were two students who did not have confidence to speak, they were AP and NI.
- (4) There were two students who have not care full when learning speaking by using drama technique, they were AL and MM.
- (5) There were three students who were passive in the class, they were IVS, NAM and YP.
- (6) There was not who went permission and all students attended. (It can be look in Appendix VI).

It can be seen that there were two students who not ready to study. In this case, the teacher had explained the material well, even though some indicator lists of teacher in teaching learning process had not been clear in:

- (1) Explaining the steps teaching learning teaching learning by using drama technique.
- (2) Giving the motivation to the students in order to practice their speaking ability.
- (3) Neatness control.
- (4) Class noise control.

It was because the researcher had taught for three meetings and the researcher did explain more about the step

teaching learning and did not motivate. The researcher also had problems in neatness control because some students sometimes could not be forbidden throwing papers and some students also made noise.

d) Reflection

The students were more active in the drama, they did the drama seriously. Having checked the students speaking, the researcher found that the students score shown improvement. Based on students' performance, the researcher ability in though speaking by using drama technique was done well. The researcher as the teacher had controlled students' performance, students' noisy, students accent that were occurred while doing drama. As a result, the actives in the third meeting had improved students' speaking.

2) Students Learning Process in the Fourth Meeting

In the fourth meeting, the researcher reviewed the third material for a while. It had a purpose to remind the students about the material. Then, to measure students' achievement, the researcher had done the second test. For starting the test, the researcher gave group performance to test students speaking

ability. To measure students' speaking ability the researcher gave a time to performance dialogue about drama Nabi Sulaiman dan Ratu Bilqis.

3) Students' Speaking Ability Scores in the Second Cycle

After doing the test, the researcher had analyzed students' achievement based on their performance in front of the class. The researcher had found the students' scores as the following table below:

Table 5
Students' Speaking Score in Second Cycle²

No	Name	Speaking Score					Total	Score of percentage
		Accent	Grammar	Vocabulary	Fluency	Performance/Compre		
1.	AS	4	4	4	4	4	20	80
2.	AP	5	4	3	5	3	20	80
3.	ASY	5	4	4	4	3	20	80
4.	ANS	3	4	3	5	4	19	76
5.	ATR	4	4	5	4	4	21	84
6.	AL	4	4	4	4	4	20	80
7.	AAA	4	4	4	5	4	21	84
8.	ALX	5	4	4	5	2	20	80
9.	BN	3	4	5	4	5	21	84
10.	DK	4	4	4	4	4	20	80
11.	DA	4	4	4	5	4	21	84
12.	DS	3	3	5	4	5	20	80
13.	DP	4	3	4	4	3	18	72*
14.	DN	4	4	3	4	5	20	80
15.	EE	4	3	5	5	4	21	84

16.	EEM	4	5	5	5	5	24	96
17.	FF	4	4	3	4	4	19	76
18.	HG	3	4	4	3	3	17	68*
19.	HP	4	3	4	4	5	20	80
20.	IS	3	3	4	4	3	17	68*
21.	IVS	4	4	4	4	2	18	72*
22.	MF	4	3	3	4	3	17	68*
23.	MM	4	3	4	5	4	20	80
24.	NA	4	4	4	4	3	19	76
25.	NAN	4	4	3	5	4	20	80
26.	NI	5	4	2	4	5	20	80
27.	NUA	4	4	4	4	4	20	80
28.	NAM	4	3	4	4	3	18	72*
29.	PP	4	4	5	5	5	23	92
30.	PM	4	3	4	4	5	20	80
31.	RKY	4	3	4	5	5	21	84
32.	RL	4	5	5	5	5	24	96
33.	SS	4	4	3	5	3	19	76
34.	SSO	5	4	4	4	4	21	84
35.	SA	4	5	5	5	5	24	96
36.	UR	4	4	4	5	4	21	84
37.	WR	4	3	4	4	5	20	80
38.	YM	4	3	5	5	4	21	84
39.	YP	3	4	3	4	5	19	76
40.	ZL	4	4	4	5	3	20	80
Total Score		159	151	159	176	159	804	3216
Mean		79.5	75.5	79.5	88	79.5	20.10	80.40
Percentage								85%

**The students who did not pass the KKM (75) in Second cycle*

From the score of students, it could be conclude that there were six students did not pass the KKM (75). There were thirty four students passed the KKM (75), and they were categorized into very high category. The classification of students' score would describe as the following table.

Table 6
The Classification of Students' Speaking Ability in the Second Cycle

No	Classification	Predicate	Total of Students	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	-	-
3	41% - 60%	Enough	-	-
4	61% - 80%	High	27	67.5%
5	81% - 100%	Very high	13	32.5%
Total				100%

After getting students' speaking scores in the second cycle, the researcher found the students' achievement were categorized into good category. It means that, the students who had some problems in speaking in the first cycle were improved and could solve the problems in the second cycle.

Based on test and observation note sheet, the students' achievement in speaking ability could be describes as follow:

a) Accent

Accent of students' speaking ability were good. The students mean score was 79.5 because, the students who usually use Bataknese to communicate with others in the first cycle, they were not use it more in third meeting (second cycle). In addition, they were more active to speak

because the teacher had given a solution to practice English every day.

b) Grammar

Grammar of students' speaking ability score were good. The students' mean score was 75.5 because, many students who still felt confused to arrange the words into a good sentence in the first cycle, they could use the words into a good sentence in the second cycle. The teacher had taught them to build up the words from subject, predicate and object/ compliment. Because that was the basic of sentence.

c) Vocabulary

Vocabularies of students' speaking ability score were good. The students mean score was 79.5 because, the researcher had motivated the students to learn vocabularies at their home. It means that, they had an improvement of studying not only at school but also at home. Moreover, the researcher had given them some vocabularies to learn.

d) Fluency

Fluency of students' speaking ability score were very good. The students mean score 88 in the second cycle,

the students' could speak fluently and they did not feel difficult to speak. It had improved because this approach also focused on students' ability to communicate fluently, and the teacher had give some directions how to speak fluently. Such as, repeat the words and practice English every day.

e) Performance/ comprehension

Performance of students' speaking ability score were good. The students mean score 79.5 because the students had know how to start the conversation because they had understood about the topic, they also could response their friend in English.

From the description of students' achievement, it could be conclude that the students' problem in learning process had been resolved and it had improved.

3. The Comparative Result in First Cycle and Second Cycle

Based on the first and the second observations of students speaking ability, it can be concluded that students' speaking ability had improved by using drama technique. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students' mean score of the test,

calculating the percentage students' improvement score from first and second cycle.

In the first cycle, the students have some problems such as, students were not ready to study because the students' did not have motivation to speak English because their English words mastery were low. They did not have confidence to speak because they felt ashamed. They could not produce words directly because they did not how to say it. And they were passive in the class because they did not know how to speak English. It means that they were low in speaking.

It can be concluded that from 40 students at grade XI IPA-1. There were 4 (10%) students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there were 36 (90%) students did not pass the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

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

$$\bar{x} = \frac{2140}{40}$$

$$\bar{x} = 53.50$$

Based on the calculation, the mean score of the class in first test was 53.50. It showed that the students' speaking ability was categorized into enough categories. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{4}{40} \times 100\%$$

$$P = 10\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able to speak fluently and bravely. They had motivation to speak English because their English vocabulary and grammatical mastery had been increased. They had confidence to speak because they did not feel ashamed any more. They could produce words directly because they had known what will they say after the teacher ordered to do conversation. And they more active in the class. It means that students' speaking ability were improved and better than the previous cycle.

It can be concluded that from 40 students at grade XI IPA-1 in cycle 2, there were 6 (15%) students did not pass the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there were 34 (85%) students passed the passing grade 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

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

$$\bar{x} = \frac{3216}{40}$$

$$\bar{x} = 80.40$$

Based on the calculation, the mean score of the class in second test was 80.40. It showed that the students' speaking ability was categorized into high category. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

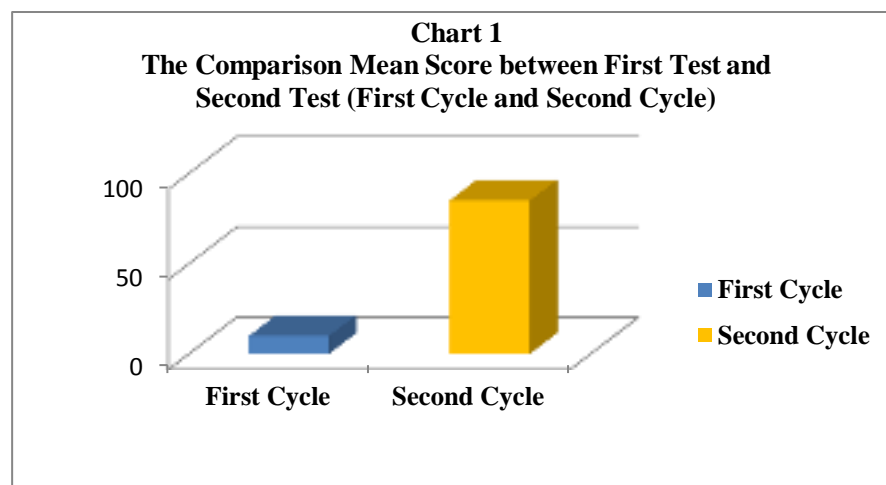
$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{34}{40} \times 100\%$$

$$P = 85\%$$

Based on above explanation, it can be concluded that the mean score and the percentage of the second test the improvement from the

first test; in the first test the mean score was 53.50 (10%), it was included enough category. The improvement of mean score in second test the mean score was 80.40 (85%). It was included into high category. The differences showed that there was an improvement of students' speaking ability. It can be looked from the chart below:



Based on the above chart, it can be concluded that the researcher' hypothesis that Drama Technique could improve students' speaking ability at grade XI IPA SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan was accepted. Here is the comparison of students' achievement in speaking ability in cycle 1 and cycle 2 could be looked from the table below:

Table 7
Comparison of Students' Achievement in Speaking Ability
In First Cycle and Second Cycle *

No.	Name	Grade		State
		First Cycle	Second Cycle	
1.	AS	48	80*	Improved
2.	AP	60	80*	Improved
3.	ASY	36	80*	Improved
4.	ANS	32	76*	Improved
5.	ATR	56	84*	Improved
6.	AL	60	80*	Improved
7.	AAA	56	84*	Improved
8.	ALX	60	80*	Improved
9.	BN	60	84*	Improved
10.	DK	48	80*	Improved
11.	DA	52	84*	Improved
12.	DS	52	80*	Improved
13.	DP	32	72	Improved
14.	DN	60	80*	Improved
15.	EE	52	84*	Improved
16.	EEM	80*	96*	Improved
17.	FF	60	76*	Improved
18.	HG	32	68	Improved
19.	HP	60	80*	Improved
20.	IS	44	68	Improved
21.	IVS	32	72	Improved
22.	MF	44	68	Improved
23.	MM	60	80*	Improved
24.	NA	36	76*	Improved
25.	NAN	60	80*	Improved
26.	NI	44	80*	Improved
27.	NUA	60	80*	Improved
28.	NAM	32	72	Improved
29.	PP	80*	92*	Improved

30.	PM	60	80*	Improved
31.	RKY	60	84*	Improved
32.	RL	80*	96*	Improved
33.	SS	60	76*	Improved
34.	SSO	64	84*	Improved
35.	SA	80*	96*	Improved
36.	UR	48	84*	Improved
37.	WR	60	80*	Improved
38.	YM	48	84*	Improved
39.	YP	36	76*	Improved
40.	ZL	56	80*	Improved
Total Score		2140	3216	Improved
Mean		53.50	80.40	Improved
Percentage		10%	85%	Improved

**The students who passed the passing grade (75) in the cycle 1 and cycle 2.*

Based on the above table, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 53.50 and the second cycle students' mean score were 80.40. From the students percentage; the first cycle, there were four students passed the passing grade (10%). The second cycle, there were thirty four students passed the passing grade (85%).

So, from the above charts and table could be concluded that students speaking ability could improve by using drama technique at grade XI IPA 1 SMA N1 Angkola Selatan Kabupaten Tapanuli Selatan.

Here is the calculation of the cycle result can be looked from the table below:

Table 8
The Result of Difference Score between First Cycle and Second Cycle

No	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	D= X-Y	$\Sigma D = D - \square \square$	ΣD^2
1.	AS	48	80	32	5.1	26.01
2.	AP	60	80	20	-6.9	47.61
3.	ASY	36	80	44	17.1	292.41
4.	ANS	32	76	44	17.1	292.41
5.	ATR	56	84	28	1.1	1.21
6.	AL	60	80	20	-6.9	47.61
7.	AAA	56	84	28	1.1	1.21
8.	ALX	60	80	20	-6.9	47.61
9.	BN	60	84	24	-2.9	8.41
10.	DK	48	80	32	5.1	26.1
11.	DA	52	84	32	5.1	26.1
12.	DS	52	80	28	1.1	1.21
13.	DP	32	72	40	13.1	171.61
14.	DN	60	80	20	-6.9	47.61
15.	EE	52	84	32	5.1	26.01
16.	EEM	80*	96	16	-10.9	118.81
17.	FF	60	76	16	-10.9	118.81
18.	HG	32	68	36	9.1	82.81
19.	HP	60	80	20	-6.9	47.61
20.	IS	44	68	24	-2.9	8.41
21.	IVS	32	72	40	13.1	171.61
22.	MF	44	68	24	-2.9	8.41
23.	MM	60	80	20	-6.9	47.61
24.	NA	36	76	40	13.1	171.61
25.	NAN	60	80	20	-6.9	47.61
26.	NI	44	80	36	9.1	82.81
27.	NUA	60	80	20	-6.9	47.61
28.	NAM	32	72	40	13.1	171.61
29.	PP	80*	92	12	-14.9	222.01
30.	PM	60	80	20	-6.9	47.61
31.	RKY	60	84	24	-2.9	8.41
32.	RL	80*	96	16	-10.9	118.81
33.	SS	60	76	16	-10.9	118.81

34.	SSO	64	84	20	-6.9	47.61
35.	SA	80*	96	16	-10.9	118.81
36.	UR	48	84	36	9.1	82.81
37.	WR	60	80	20	-6.9	47.61
38.	YM	48	84	36	9.1	82.81
39.	YP	36	76	40	13.1	171.61
40.	ZL	56	80	24	-2.9	8.41
	Total/ N	2140	3216	1076/40	85.60/40	3263.78 /40
	Mean	53.50	80.40	26.90	2.14	81.59

*: The students who passed the KKM (75) in first cycle

Bold name that did not pass the KKM (75) in second cycle

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{1076}{40} = 26.90$$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle,

$$D = X - Y$$

N = 40 Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{3263.78}{40} - \left(\frac{85.60}{40}\right)^2}$$

$$SD_D = \sqrt{81.59 - 2.14}$$

$$SD_D = \sqrt{79.45}$$

$$SD_D = 8.91$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{8.91}{\sqrt{40-1}}$$

$$SE_{MD} = \frac{8.91}{\sqrt{39}}$$

$$SE_{MD} = \frac{8.91}{6.24}$$

$$SE_{MD} = 1.42$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{26.90}{1.42}$$

$$t_o = 18.94$$

Degrees of freedom (df) = N-1 = 40-1 = 39

The calculation result of $t_o = 18.94$, t_{table} with $df = 39$, level of significance in t_{table} 5% is 2.042. It can be known that the result of t_o is bigger than t_{table} , it is $18.94 > 2.042$. Based on the result, it means that hypothesis of drama technique is accepted.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (80.40) is greater than first cycle (53.50). It showed that “Drama Technique” influenced to improve the students’ speaking ability at grade XI IPA SMA N1 Angkola Selatan Kabupaten Tapanuli Selatan.

B. Data Discussion

1. Students’ achievement

The researcher findings had shown students’ speaking ability improved well. It could be proved by students’ mean score and percentage. Based on the related findings of this research in chapter II, the students’ achievement was: there were many related findings that researcher finds to relate this research.

The first, Akmal Khairani Nasution had done the research by the title “Improving Students’ Speaking Ability by using Communicative Language Teaching Approach at Grade VIII SMP Negeri 9 Padangsidempuan”. She said that Communicative Language Teaching could improve students’ speaking ability. It had found that

the improvement of students' achievement through Communicative Language Teaching. In cycle 1 was 50.72 (13.63%) and in cycle 2 was 79.45 (68.18%). So, cycle 2 was bigger than cycle 1.

The second, Herliani Nasution had done the research in MTS N 2 Padangsidempuan about "Improving students' speaking skill by using Community Language Learning at grade VIII MTS N 2 Padangsidempuan". She said that Community Language Learning could improvement students' speaking skill. It had found that the improvement of students' achievement through Community Language Learning. In cycle 1 was 63.58 (37.93%) and in cycle 2 was 79.72 (93.10%). So, cycle 2 was bigger than cycle 1.

The third, Sapran Pasaribu has done a research in MAN Sibolga about "Improving students' pronunciation through Drama at grade XI MAN Sibolga". He said that through drama could improvement students pronounce. It had found that the improvement of students achievement through drama. In cycle 1 first meeting 2.77 second meeting 3.33 and in cycle 2 third meeting 4.33 fourth meeting 5.08, it means that there is an improvement.

The fourth, Terri Halimah has done a research in SMA N 1 Angkola Barat about "The Effect of Drama technique on Students' Speaking Mastery at grade XI SMA N 1 Angkola Barat". He said Drama technique toward students' speaking mastery showed the

effect. It can be seen from the result of data analysis that the mean score of experiental class was bigger than control class ($73.34 > 69.65$).

The last, Mora Hasonangan has done a research in SMA N 3 Padangsidempuan about “Improving students’ speaking skill through describing picture at grade XI SMA N 3 Padangsidempuan”. He said describing picture could improve students’ speaking skill. It had found that the improvement of students’ achievement through Describing Picture. In cycle 1 was 63.58 (37.93%) and in cycle 2 was 79.72 (93.10%). So, cycle 2 was bigger than cycle 1.

In this study, researcher also had found that the improvement of students’ achievement through the title “Improving Students’ Speaking Ability by Using Drama Technique at grade XI IPA SMA N1 Angkola Selatan Kab. Tapanuli Selatan”. In first cycle was 53.50 (10%) and second cycle was 80.70 (85%). So, second cycle was bigger than first cycle.

Based on the students’ achievement above, researcher could be conclude that the second research had done by Herliani Nasution was higher than the first, the third, the fourth, the fifth and the sixth research. It could be explained the improvement based on the classification quality of students’ score in chapter III. The first research had done by Akmal Khairani Nasution was categorized very

good, the percentages of cycle 1 and cycle 2 were 13.63%-68.18%. The second researcher had done by Herliani Nasution was categorized very good, the percentages of cycle 1 and cycle 2 were 37.93%-93.10%. The third research had by Sapran Pasaribu was categorized very good, the percentages of cycle 1 and cycle 2 were 2.77 and 3.33 - 4.33 and 5.08. The fourth research had done by Terri Halimah was categorized very good, $73.34 > 69.65$. The fifth research had done by Mora Hasonangan was categorized very good, the percentages of cycle 1 and cycle 2 were 37.93%-93.10%. The last research had done by researcher (Elpida Nora Pasaribu) was categorized very good, the percentages of cycle 1 and cycle 2 were 10%-85%. So, the implementation of the above techniques could improve students' speaking ability in the schools. The result of the students' achievement show the high improvement.

2. Influencing Factors

Researcher has found some problems of students in speaking ability and also related finding that had been done by the researchers.

The first of related finding Akmal Khairani Nasution by the title "Improving Students' Speaking Ability by using Communicative Language Teaching Approach at Grade VIII SMP Negeri 9 Padangsidempuan", the problems of students in speaking were: students were not ready to study because the previous subject was

sport and It made the students felt sleepy and lazy to study, students did not have motivation to speak English because their English words mastery were low, students did not have confidence to speak because they felt ashamed, students could not produce words directly because they did not know how to say it and students were passive in the class because they did not know how to speak English.

The second of related finding Herliani Nasution by the title “Improving students’ speaking skill by using Community Language Learning at grade VIII MTS N 2 Padangsidempuan”, the problems of students in speaking were: students’ did not know what would he say and feel difficult to pronounce words, he could memorize many word and afraid of making mistaken when they wanted to speak English.

The third of related finding Sapran Pasaribu by the title “Improving students’ pronunciation through Drama at grade XI MAN Sibolga”, the problems of students in pronounce were: students did not know how to pronounce well, how to make different pronunciation of words that almost same the sound, students less vocabulary and students do not understand about the explanation of the teacher and they are seldom to practice their English pronounce.

The fourth of related finding Terri Halimah by the title “The Effect of Drama technique on Students’ Speaking Mastery at grade XI SMA N 1 Angkola Barat”, the problems of students in speaking were:

students rarely to practiced use English communication because they less vocabulary and students shy and not confidence to speak English.

The last of related finding Mora Hasonangan by the title “Improving students’ speaking skill through describing picture at grade XI SMA N 3 Padangsidempuan”, the problems of students in speaking were: students can not memorize many words, shame and afraid making mistake when they wanted to speak English and they said very difficult to pronounce the word of English.

Researcher also had found some problems of students in speaking ability, they were: students difficult in pronouncing the English word because students had never trained their pronunciation and they were also less interested in speaking English, students were difficult in building sentences and students were difficult in understanding words because their mastery of vocabulary were still limited.

Based on the above problem it can be concluded that there were some similarities and differences solutions. The similarities of the solutions were: firstly, in related finding 2, related finding 3, related finding 4, related finding 5 and researcher also gave the some solutions in vocabulary. Researcher gave some vocabularies to students that they did not know. Secondly, in related finding 2, related finding 3, related finding 4, related finding 5 and researcher also gave

the same solution to gave motivation in solving students' difficulties and problems. Thirdly, in related finding 5 and researcher gave the same solution to students in vocabulary, the researcher gave alternatives or tips in memorizing vocabulary. The differences solutions were: researcher gave ways in training their pronunciation such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little and record their speech.

C. Threats of the Research

In doing the research, the researcher found some threats in this research. They were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher' listening to the students.
2. The tool that used in collecting the result of students' speaking was uncompleted because the researcher just used recorded or other tools were needed to make the mark more subjective and teaching learning process more effective and efficient.
3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing drama technique, some students still used Indonesian language when they don't know about the English vocabulary.

Even though, Drama technique gave chance to the students to use target language for meaningful purposes. Drama technique could improve students' speaking ability and could make the teaching and learning process closer to real life so, that they could be more active and interested in speaking. Additionally, by drama technique the students had communicative competence, it means that the students were able to speak appropriately to the situational context. So, the researcher hoped Drama Technique can be applied in teaching the students at grade XI IPA SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the study on the previous chapter, in this chapter the researcher would like to draw the conclusion, and suggestion for the English teacher, the students and the researcher.

A. Conclusion

From the result of this research can be concluded that:

1. Drama technique can improve students speaking ability at grade XI IPA SMA N 1 Angkola Selatan Kab. Tapanuli Selatan. Based on the analyzing of research data, the mean score of students' speaking ability in cycle 1 was 53.50 (10%) and cycle 2 was 80.40 (85%). The improvement could be seen from the percentage of the students' success in speaking ability in second cycle that was better than the first cycle. So, the hypothesis of drama technique is accepted. The result can fulfill the criteria of success that is required in this research. The students' improvement can be categorized into very high improvement. It means that the application of drama Technique could Improve Students' Speaking Ability at Grade XI IPA SMA N1 Angkola Selatan Kab. Tapanuli Selatan.
2. Some categories that influence students' speaking ability by using drama technique are accent, grammar, vocabulary, fluency and comprehension. Students' problems in each categories are; students difficult in

pronouncing the English word because students had never trained their pronunciation so that their tongue was stiff and they were also less interested in speaking English, students were difficult in building sentences and using auxiliary verb with the subject, students were difficult in searching adequate words and mastering the specific words, students were difficult in speaking English fluently because their utterances low, hesitant and jerky, occasionally hesitant and grouping words, and students were difficult in understanding or uttering words because their mastery of vocabulary were still limited.

The solution of the problems were: researcher gave ways in training their pronunciation such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little, researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could not speak English. In teaching learning process, researcher gave the some vocabularies especially the difficult words that they did not know before starting the next meeting, researcher reclarified the usage of auxiliary verb in the sentences and motivated them to practice their knowledge in their life, researcher motivated them to train their speaking and record their speech, so that they could know about their ability.

B. Implementation

Based on the first conclusion, students' speaking can improve by using fishbowl technique at grade XI IPA SMA N1 Angkola Selatan Kab. Tapanuli Selatan, Researcher implements the technique and suggests to the teacher to apply this technique in teaching speaking ability by looking at the students' problem in speaking ability, give solutions to the students' problem, and looking at the teacher's ways in teaching. For the other researcher is suggested to implement the drama technique in improving students' speaking ability because it is good for the students to improve their speaking and drama technique give the process of working towards the understanding of a solutions of a problem.

Based on the second conclusion, the researcher has some suggestions for the teachers, students and other researchers. The suggestions will be explained as below:

- a. For the teachers, researcher suggest to the teacher to apply this technique in teaching speaking skill by looking at the students' problem in speaking ability, teachers' way in teaching, and give solution to the students' problem in learning. Because the important thing of this research is to make students have communicative competence.
- b. For the students, it is important and good to make the students more interactive in learning process.

- c. For the researchers, it is needed to expand the findings for literature the source. Getting information much more than this result will give comprehension about the English teaching.

Finally, in improving students' speaking ability there are some factors that influence students' speaking ability by using drama Technique, the researcher suggests to the teacher and to another researcher who wants to do the same research can control and look at the factors that influence student's speaking ability by using drama Technique. The teacher and another researcher must have much knowledge, experience and be creative in designing teaching and learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' speaking ability can improve with the very high improvement.

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CURRICULUM VITAE

A. Identity

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C. Educational Background

1. Graduated from Elementary School MIS Pondok Pesantren Moderen Al-abrar 2008.
2. Graduated from Junior High School SMP N 1 Angkola Selatan 2011.
3. Graduated from Senior High School SMA N 1 Angkola Selatan 2014.
4. Be University student IAIN Padangsidimpuan 2018.

APPENDIX I

Jack and the Beanstalk Play Script

Characters : Narrator, Jack, Mother, Old man, Giant



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. **Scene 1 (at home)**

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.
- Jack** : Magic beans? Mmm.

Old man : They will make you rich.

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

Jack : Okay! You can take the cow!

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!

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

Scene 2 (on the ground & in the castle)

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!

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.

Jack crept inside.

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

big castle?

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.

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.

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.

Scene 3 (in the castle & at home)

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.

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

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

The giant woke up!

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

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

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

Giant : (yelling) I'll get you!

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!

With his axe, Jack chopped down the beanstalk.

Giant : Ahhhhh!

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.

Jack was right. The hen laid a golden egg every day and Jack and his mother were never poor again.

Appendix II

Do the dialogue below than practice in front of the class.

Cinderella Play Script

Characters : Narrator, Cinderella, Stepsister 1, Stepsister 2, Fairy godmother, Guest 1, Guest 2, Prince



Scene 1(at Cinderella home)

Once upon a time there was a beautiful young girl named Cinderella. She had two ugly stepsisters who were very cruel to her.

Step Mother : Did you clean the kitchen?

Cinderella : Yes, I did.

Stepsister 1 : Did you polish my shoes?

Cinderella : Yes, I did.

Stepsister 2 : Did you iron my clothes?

Cinderella : Yes, I did.

Step Mother : And...did you make breakfast?

Cinderella : Yes, breakfast is ready.

The evil stepsisters made Cinderella do all the hard work.

Cinderella : (calling out) Stepsisters! A letter from the royal palace has arrived for you.

Stepsister 1 :(fighting) Give it to me! I want to open it.

Stepsister 2 : (fighting) No! I want to open it.

Stepsister 1&2 : (looking at the invitation card) Look! We are invited to the Prince's ball at the royal palace.

Cinderella : (crying sadly) I wish I could go, too.

The night of the ball arrived.

Stepsister 1 : (laughing) Ha, ha! We are going to have a great time at the ball.

Stepsister 2 : (laughing) Have a great night working, Cinderella.

After the evil stepsisters had left, suddenly, a fairy appeared.

Cinderella : Oh my! Who are you?

Fairy godmother : I'm your fairy godmother, beautiful Cinderella. I am here to help you go to the ball tonight.

The fairy godmother waved her magic wand. Cinderella's rags turned into a beautiful dress.

Cinderella : Wow! It's so beautiful

On her feet were sparkling glass slippers.

Cinderella : Oh, I love them!

The fairy godmother turned a pumpkin into an amazing coach and some mice into horses.

Cinderella : What a lovely coach and handsome horses.

Fairy godmother : You are ready now, my dear. Have fun tonight, but be back by midnight, or else!

Cinderella : Okay, fairy godmother! Thank you.

Scene 2 (at the ball)

At the ball, everyone wondered who the beautiful princess was.

- Guest 1 (lady)** : Who is that beautiful princess?
Guest 2 (man) : I've never seen such a beautiful woman in my life!
Stepsister 1 : Oh no! The Prince is going to dance with her.
Stepsister 2 : This is not fair! He was meant to dance with me.
Prince : Would you like to dance with me?
Cinderella : Oh, yes, your highness.

The Prince danced every dance with her. Suddenly, the clock began to strike twelve.

- Cinderella** : I must go! Thank you for the dance.
Prince : Please stay! (*shouting*) What is your name?

Cinderella did not answer and ran back to the coach, but she lost one of her glass slippers on the way. Then, the coach and horses disappeared. Cinderella's beautiful dress turned back to rags.

- Cinderella** : Oh no! Everything's gone. My beautiful dress and my sparkling slippers, where are they? Was it a dream?

Scene 3 (at Cinderella's home)

The next day, the Prince set out to find Cinderella again.

- Prince** : I want every girl in the kingdom to try on this lost glass
Slipper : I must find my princess.

But the glass slipper didn't fit anyone. The Prince then arrived at Cinderella's house.

Stepsister 1 : Good morning Prince. I am so happy that you found my slipper.

Stepsister 2 : It is my slipper. I am the princess you are looking for.

The ugly sisters tried to fit into the slipper.

Stepsister 1 : Let me try first!

Stepsister 2 : No. Your feet are much too big. Give it to me!

Their feet were much too big. Then the Prince saw Cinderella.

Prince : Let this girl try.

Stepsister 1 : But that's only Cinderella.

Stepsister 2 : She didn't go to the ball. The slipper won't fit her!

Cinderella sat down and tried on the slipper.

Prince : It fits!

Cinderella : It fits!

Stepsister 1 & 2 :(surprised) It fits?

Prince :(smiling) You are the one I've been looking for! What is your name?

Cinderella :(smiling) My name is Cinderella.

The Prince had found his princess and they lived happily ever after.

APPENDIX III

Do the dialogue below than practice in front of the class.

Nabi Sulaiman dan Ratu Bilqis Scrip

Prophet Sulayman was a king of dignity. His kingdom is so vast again magnificent. He was blessed with a God of miracles that other prophets did not have, that is, to speak with the animals and to master the language of the beast.

One day Solomon's reunion with Queen Bilqis who worshiped the sun and all of Saba's followers' work. Will the meeting with Prophet Sulayman make the Queen Bilqis worship God? Let's look at the story together!

Scene 1

Prophet Sulayman held a great meeting. However the hud-hud bird has not yet attended the meeting.

Sulaiman : "Where is the Hud-hud bird? Why is he invisible? "

Private 1 : "Sorry, King king. We do not know. "

Sulaiman : "And he has an important job!" (While holding back anger)

Soldier 1 : "May the hud-hud birds come soon, Sire" (down)

The Hud-hud bird suddenly arrived with a gasping breath.

Hud-hud : "Forgive, King is king. I'm late."

Sulaiman : "Why are you late?"

Hud-hud : "I just saw the kingdom of Saba '. The kingdom was very prosperous, and ruled by a queen named Bilqis. But..."

Sulaiman : "But why?"

Hud-hud : "They worship the sun."

Private 1 : "Are not you lying?"

Hud-hud : "I'm not lying."

Scene 2

Prophet Sulaiman was interested in the story of Hud-hud and intended to invite queen Bilqis to worship God. Prophet Sulayman wrote a letter to Queen Bilqis. The Hud-hud birds brought him.

In the kingdom of Saba 'the Hud-hud birds met Queen Bilqis on his throne and placed a letter.

Author 1 : "What is that bird?", "He is very clever!"

Author 2 : See the bird giving a letter to the Queen Bilqis. "

Queen Bilqis : (opening the letter) "He delivered a letter from King Solomon."

Queen Seon Deok read the letter.

In the name of a most benevolent God the most merciful. That you should not be arrogant to me. And come to me as those who surrender.

Verily I invite you to worship Allah the God of the Worlds. Stop worshipping the sun. Because it is really the behavior of the disbelievers.

After reading the letter from the Prophet Sulayman, Queen Bilgis asked his lords

Queen Bilgis : Hi my devotees help me in solving this problem.

Authority 1 : we are people who have power and also have power, Whatever the Queen's command will I do.

Queen Bilgis : Okay then bring my messenger here, fast ... (in a loud voice)

Authority 1 : Good My Queen (rushing to carry out orders)

Come on the Decision

Messenger : O my Queen, what is the servant asked to do?

Queen Bilgis : Deliver these letters and gifts to King Solomon

Messenger : Okay my queen (hurrying away from the kingdom)

Scene 3

Queen Bilqis then sent a reply to Prophet Sulayman. A messenger came to the kingdom of Solomon with gifts to woo the King's heart.

Messenger : "This is a letter from Queen Bilqis and these Gifts to King Solomon" (while submitting letters and gifts to Prophet Sulayman)

Sulaiman : "Bring back this gift!"

Messenger : "Why O king?"

Sulaiman : "Will you help me with treasure, then what God has given me is better than what He has given you; but you feel proud of your reward. "

The messenger returned to the kingdom of Saba '. Queen Bilqis was finally intend to visit the kingdom of Solomon. The news was then known to Prophet Sulayman.

Scene 4

Prophet Sulayman invited all the soldiers to gather to welcome the arrival of the Queen Bilqis entourage.

Sulaiman : All my soldiers, get together quickly, I will tell you all the important news.

Soldiers 1,2 and jinn ifrit : what's your significance?

Sulaiman : tomorrow Queen of Bilgis will come here, prepare yourself to welcome her.

Soldiers 1,2 and jin Ifrit : Good King King ...

Sulaiman : Before Queen Bilgis comes, let's surprise her.

Soldiers 1,2 and jin Ifrit : What kind of surprise are you sir?

Sulaiman : "Which of you can move the palace of Queen Bilqis?"

Private 1 : Why are we moving the Queen Bilgis palace here?

Sulaiman : So that he is aware of the power and grace of God

Soldiers 1,2 and jin Ifrit : Ooooooooo Once tho, right ... right ... right ...

Jin Ifrit : "I can be king, I will come with the throne to the king before you stand up from your seat; in fact I'm really strong to bring it back to be trusted"

Sulaiman does not comment on what the Ifrit say ifrit. It appears that he is waiting for another response capable of presenting Balqis's throne faster than that. Solomon turns to someone there who sits in the shade (a man who has knowledge of the Book).

One who has knowledge from al-kitab: I will bring the throne to the king before your eyes

blink

Not long ago someone who has knowledge from the Book states the sentence so that the throne appeared before Solomon. He was able to present the throne faster or less from the blink of an eye when the eyes were closed and exposed. The Qur'an al-Karim does not reveal the personality of the person who presented the throne. The Qur'an only underlines that the man has knowledge from the Book. The Qur'an does not explain to us whether he is an angel or a man or a jinn. Similarly, the Qur'an al-Karim seems to hide the book in question from which the person has this remarkable ability.

Sulaiman : "This is including the gift of my Lord to try me, whether I am grateful or deny (will be His favor). And whoever is grateful, then indeed he is grateful for (goodness) self dirmhu and harangsiapa who disbelieve, then my Lord is the Richest, the Most Noble. ", Oh God Thank You for Your bounty.

Soldiers 1,2 and jinn Ifrit : God's greatest

Scene 5

The ants are passing by. Prophet Sulayman told the ants to pull over so as not to step on by Queen Bilqis and her entourage. (the ants sing the song with the tone I am the shepherd boy in change The poem of the song becomes "I am a cute ant always cheerful and happy, because I work diligently never lazy or tired..tralala ... lala ... tralala ... lala..lala ... ")

Sulaiman : "Hi ants! Pull over! "

Ants : "Okay, king king!" (Ants then pulled over)

Queen Bilqis came. He was amazed by the scene in front of him. His term was very similar to what he had. (Queen bilqis and his soldiers come to the palace of King Solomon by singing songs with the tone of Cinderella in changing the poem of his song to "Queen Bilqispun came with the soldiers to meet Prophet Sulayman").

Queen Bilqis : "Waww this magnificent palace, very similar to my palace."

Sulaiman : "Istanana I move here."

Queen Bilqis was even more amazed and amazed by the miracle of Prophet Sulayman who can do it all. He then walked on the glass floor which he thought was a floor full of water. Queen Bilqis lifted her dress for fear of getting wet.

Sulaiman : "No need to lift, this is not water!"

Queen Bilqis : "Really?" (Queen lowered her dress)

Soldier 1 : "Right, Queen."

Sulaiman : This is proof of God's power

Queen Bilgis : *My Lord*

I'm sorry I did not know you

The sun that I've worshiped

It is not my God

O God watch and protect me

I promise to surrender to You

Thank you for opening the door of my heart (while prostrating)

So since then both the kingdom of mutual cooperation. With a smooth and patient approach done by Prophet Sulayman, Ratu Bilqis finally wished to worship God and required the people of Saba to leave the sun and then worship God.

(singing the song together from Opick feat Amanda "Alhamdulillah")

Once, the Prophet Sulayman also made Queen Bilqis as his wife. They also live happily with the two great kingdom powers to continue to invite people to worship God.

****END****

Lesson Plan in First Cycle

Lesson Plan 1

School : SMA N 1 Angkola Selatan

Lesson : English

Class/ Semester : XI IPA 1/II

Meeting : 1

Time : 2 X 45 minutes

A. Core Competencies :

1. Appreciate and practice the teaching of their religion
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association's.
3. Understand, apply, analyze and evaluate factual knowledge, conceptual, procedural and meta-cognitive based on his curiosity about science, technology, arts, culture and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
4. Processing, reasoning, serve, and creating in the realm of the concrete and abstract domains associated with the development of the learned at school independently and act effectively and creatively, and able to use the method according to the rules of science.

B. Basic Competencies and Indicators

1.1 Be grateful for the opportunity to learn English as the medium of communication international embodied in the spirit of learning.	1.1.1 Be grateful for the opportunity to learn English as an international language of communication that is embodied in the spirit of learning.
2.2 Demonstrate courteous behavior and care in performing interpersonal communication with teachers and friends.	2.2.2 Demonstrate courteous behavior in performing interpersonal communication with teachers and friends.
3.3 Expert in speaking by using drama technique.	3.3.1 Understanding what is drama technique. 3.3.2 Can practice the Drama. 3.3.3 Can improve their speaking by using drama technique.

C. Learning Objectives :

After studying this lesson, the student should be able to:

1. Students are able to expert in speaking by using drama technique.

D. The Materials : Jack and back**E. Learning Technique : Drama****F. Media**

- Laptop
- Recording

G. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<p>Teacher greets the students using English in order to create English environment.</p> <p>Teacher and students pray together.</p> <p>Teacher checks the students' attendance.</p> <p>Students receive information competence, material, purpose, benefits and lessons that will be implemented.</p> <p>Introducing the drama strategy.</p>	5 minutes
Main Activity	<p>In the firstly cycle, the researcher applies and introduces the drama material that is Jack and the beanstalk and present the idea, theme, or problem to the students, organizing any preliminary work and making sure that the students know precisely what to do.</p> <p>Secondly, researcher asks the students to make groups.</p> <p>Thirdly the students discuss in groups what they are going to do and exactly how they are going to do.</p> <p>Fourthly researchers gives the script of dialogue for each students with the topic Jack and the beanstalk.</p> <p>Fifthly the students experiment in groups with various interpretations until they are satisfied with one.</p>	35 minutes

	<p>Sixthly, researcher guides the students to applied and act their own role in the drama and researcher asks the students to read and comprehend the script of dialogue</p> <p>Seventhly, researcher asks the students to act and perform the story of Jack and the beanstalk in front of the class. It consist of students' showing their interpretation or solution to another group or to the rest of the class.</p> <p>The last, even in place of the fourth stage-the students' may discuss their solution in groups or with the rest of the class.</p>	
Post Activity	<p>Scoring the students' performance and their speaking.</p> <p>Reminding the students to learn at home.</p>	5 minutes

H. Learning Sources :

- Textbook
- Internet

I. Scoring Rubrik

NO.	The Indicators of Speaking Skill	Score
1.	Accent: 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult. 3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding. 4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker.	1-5 1 2 3 4 5
2.	Grammar: 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns or weakness that causes misunderstanding. 5. Few errors, with no patterns or failure.	1-5 1 2 3 4 5
3.	Vocabulary: 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocution. 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	1-5 1 2 3 4 5
4.	Fluency:	1-5

	1. Speech is so halting and fragmentary that conversation is virtually impossible.	1
	2. Speech is very low and uneven except for short routine sentences.	2
	3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
5.	Performance/Comprehension:	1-5
	1. Understand too little for the simplest type of conversation.	1
	2. Understand only slow, very simple speech on common social and touristic topics, required constant repetition and rephrasing.	2
	3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	5. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	5
	MAXIMAL SCORE: 25 x 4	100

Padangsidimpuan, April 06th 2018

Knowing:

Co- Teacher

Researcher

HOTMATUA SIREGAR, S.Pd

ELPIDA NORA PASARIBU

NIP. 198007022014071001

NIM. 14 203 00031

Lesson Plan in First Cycle

Lesson Plan 2

School : SMA N 1 Angkola Selatan

Lesson : English

Class/ Semester : XI IPA 1/II

Meeting : 2

Time : 2 X 45 minutes

I. Core Competencies :

5. Appreciate and practice the teaching of their religion
6. Living and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association's.
7. Understand, apply, analyze and evaluate factual knowledge, conceptual, procedural and meta-cognitive based on his curiosity about science, technology, arts, culture and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
8. Processing, reasoning, serve, and creating in the realm of the concrete and abstract domains associated with the development of the learned at school independently and act effectively and creatively, and able to use the method according to the rules of science.

J. Basic Competencies and Indicators

1.1 Be grateful for the opportunity to learn English as the medium of communication international embodied in the spirit of learning.	1.1.1 Be grateful for the opportunity to learn English as an international language of communication that is embodied in the spirit of learning.
2.2 Demonstrate courteous behavior and care in performing interpersonal communication with teachers and friends.	2.2.2 Demonstrate courteous behavior in performing interpersonal communication with teachers and friends.
3.3 Expert in speaking by using drama technique.	3.3.1 Understanding what is drama technique. 3.3.2 Can practice the Drama. 3.3.3 Can improve their speaking by using drama technique.

K. Learning Objectives :

After studying this lesson, the student should be able to:

2. Students are able to expert in speaking by using drama technique.

L. The Materials : cinderella

M. Learning Technique : Drama

N. Media

- Laptop
- Recording

O. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<p>Teacher greets the students using English in order to create English environment.</p> <p>Teacher and students pray together.</p> <p>Teacher checks the students' attendance.</p> <p>Students receive information competence, material, purpose, benefits and lessons that will be implemented.</p> <p>Introducing the drama strategy.</p>	5 minutes
Main Activity	<p>In the firstly cycle, the researcher applies and introduces the drama material that is Jack and the beanstalk and present the idea, theme, or problem to the students, organizing any preliminary work and making sure that the students know precisely what to do.</p> <p>Secondly, researcher asks the students to make groups.</p> <p>Thirdly the students discuss in groups what they are going to do and exactly how they are going to do.</p> <p>Fourthly researchers gives the script of dialogue for each students with the topic Jack and the beanstalk.</p> <p>Fifthly the students experiment in groups with various interpretations until they are satisfied with one.</p>	35 minutes

	<p>Sixthly, researcher guides the students to applied and act their own role in the drama and researcher asks the students to read and comprehend the script of dialogue</p> <p>Seventhly, researcher asks the students to act and perform the story of Jack and the beanstalk in front of the class. It consist of students' showing their interpretation or solution to another group or to the rest of the class.</p> <p>The last, even in place of the fourth stage-the students' may discuss their solution in groups or with the rest of the class.</p>	
Post Activity	<p>Scoring the students' performance and their speaking.</p> <p>Reminding the students to learn at home.</p>	5 minutes

P. Learning Sources :

- Textbook
- Internet

II. Scoring Rubrik

NO.	The Indicators of Speaking Skill	Score
1.	Accent: 6. Pronunciation frequently unintelligible. 7. Frequent gross errors and a very heavy accent make understanding difficult. 8. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding. 9. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding. 10. No conspicuous mispronunciations, but would not be taken for a native speaker.	1-5 1 2 3 4 5
2.	Grammar: 6. Grammar almost entirely inaccurate phrases. 7. Constant errors showing control of very few major patterns and frequently preventing communication. 8. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 9. Occasional errors showing imperfect control of some patterns or weakness that causes misunderstanding. 10. Few errors, with no patterns or failure.	1-5 1 2 3 4 5
3.	Vocabulary: 6. Vocabulary inadequate for even the simplest conversation. 7. Vocabulary limited to basic personal and survival areas. 8. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 9. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocution. 10. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	1-5 1 2 3 4 5
4.	Fluency:	1-5

	6. Speech is so halting and fragmentary that conversation is virtually impossible.	1
	7. Speech is very low and uneven except for short routine sentences.	2
	8. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3
	9. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	10. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
5.	Performance/Comprehension:	1-5
	6. Understand too little for the simplest type of conversation.	1
	7. Understand only slow, very simple speech on common social and touristic topics, required constant repetition and rephrasing.	2
	8. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	9. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	10. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	5
	MAXIMAL SCORE: 25 x 4	100

Padangsidimpuan, April 06th 2018

Knowing:

Co- Teacher

Researcher

HOTMATUA SIREGAR, S.Pd

ELPIDA NORA PASARIBU

NIP. 198007022014071001

NIM. 14 203 00031

Lesson Plan in Second Cycle

Lesson Plan 1

School : SMA N 1 Angkola Selatan

Lesson : English

Class/ Semester : XI IPA 1/II

Meeting : 1

Time : 2 X 45 minutes

Q. Core Competencies :

9. Appreciate and practice the teaching of their religion
10. Living and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association's.
11. Understand, apply, analyze and evaluate factual knowledge, conceptual, procedural and meta-cognitive based on his curiosity about science, technology, arts, culture and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
12. Processing, reasoning, serve, and creating in the realm of the concrete and abstract domains associated with the development of the learned at school independently and act effectively and creatively, and able to use the method according to the rules of science.

R. Basic Competencies and Indicators

1.1 Be grateful for the opportunity to learn English as the medium of communication international embodied in the spirit of learning.	1.1.1 Be grateful for the opportunity to learn English as an international language of communication that is embodied in the spirit of learning.
2.2 Demonstrate courteous behavior and care in performing interpersonal communication with teachers and friends.	2.2.2 Demonstrate courteous behavior in performing interpersonal communication with teachers and friends.
3.3 Expert in speaking by using drama technique.	3.3.1 Understanding what is drama technique. 3.3.2 Can practice the Drama. 3.3.3 Can improve their speaking by using drama technique.

S. Learning Objectives :

After studying this lesson, the student should be able to:

3. Students are able to expert in speaking by using drama technique.

T. The Materials : Nabi Ayyub

U. Learning Technique : Drama

V. Media

- Laptop
- Recording

W. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<p>Teacher greets the students using English in order to create English environment.</p> <p>Teacher and students pray together.</p> <p>Teacher checks the students' attendance.</p> <p>Students receive information competence, material, purpose, benefits and lessons that will be implemented.</p> <p>Introducing the drama strategy.</p>	5 minutes
Main Activity	<p>In the firstly cycle, the researcher applies and introduces the drama material that is Jack and the beanstalk and present the idea, theme, or problem to the students, organizing any preliminary work and making sure that the students know precisely what to do.</p> <p>Secondly, researcher asks the students to make groups.</p> <p>Thirdly the students discuss in groups what they are going to do and exactly how they are going to do.</p> <p>Fourthly researchers gives the script of dialogue for each students with the topic Jack and the beanstalk.</p> <p>Fifthly the students experiment in groups with various interpretations until they are satisfied with one.</p>	35 minutes

	<p>Sixthly, researcher guides the students to applied and act their own role in the drama and researcher asks the students to read and comprehend the script of dialogue</p> <p>Seventhly, researcher asks the students to act and perform the story of Jack and the beanstalk in front of the class. It consist of students' showing their interpretation or solution to another group or to the rest of the class.</p> <p>The last, even in place of the fourth stage-the students' may discuss their solution in groups or with the rest of the class.</p>	
Post Activity	<p>Scoring the students' performance and their speaking.</p> <p>Reminding the students to learn at home.</p>	5 minutes

X. Learning Sources :

- Textbook
- Internet

III. Scoring Rubrik

NO.	The Indicators of Speaking Skill	Score
1.	Accent: 11. Pronunciation frequently unintelligible. 12. Frequent gross errors and a very heavy accent make understanding difficult. 13. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding. 14. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding. 15. No conspicuous mispronunciations, but would not be taken for a native speaker.	1-5 1 2 3 4 5
2.	Grammar: 11. Grammar almost entirely inaccurate phrases. 12. Constant errors showing control of very few major patterns and frequently preventing communication. 13. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 14. Occasional errors showing imperfect control of some patterns or weakness that causes misunderstanding. 15. Few errors, with no patterns or failure.	1-5 1 2 3 4 5
3.	Vocabulary: 11. Vocabulary inadequate for even the simplest conversation. 12. Vocabulary limited to basic personal and survival areas. 13. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 14. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocution. 15. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	1-5 1 2 3 4 5
4.	Fluency:	1-5

	11. Speech is so halting and fragmentary that conversation is virtually impossible.	1
	12. Speech is very low and uneven except for short routine sentences.	2
	13. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3
	14. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	15. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
5.	Performance/Comprehension:	1-5
	11. Understand too little for the simplest type of conversation.	1
	12. Understand only slow, very simple speech on common social and touristic topics, required constant repetition and rephrasing.	2
	13. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	14. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	15. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	5
	MAXIMAL SCORE: 25 x 4	100

Padangsidimpuan, April 06th 2018

Knowing:

Co- Teacher

Researcher

HOTMATUA SIREGAR, S.Pd

ELPIDA NORA PASARIBU

NIP. 198007022014071001

NIM. 14 203 00031

Appendix IV

List of interview

Interview with Students'

Interview 1

S :Elsa Khairina

P : “Selamatsiang, dek. Namanyasiapa?”

S : “Siang kak, Elsa Kharinakak.”

P : “OkeDik. kakakmautanya-tanyasebentarbolehyaa.”

S : “Bolehkak.”

P : “KamusukapelajaranbahasaInggrisngak?”

S : “Sukakak.”

P : “Kenapabisasukapelajaranbahasainggris?”

S : “Sayasukabahasaingriskarnamenurutsayadenganmempelajaribahasainggrisitukitabisa
Mengenaldunia yang lebihluasdenganwawasan yang lebihluas.”

P : “Jadidambahasainggris skill manasih yang paling susah, apadia reading, writing,
Listening atau speaking?”

S : “Speaking”

P : “Kenapaadekbilang Speaking itususah?”

S : “Karnamengucapkannyasusahkarnalidah orang luarsamakitakankakbeda, jadi
kalo pas pengucapannyaituseringsalahapalagikalo pas kata yang agakjarangdidengar.”

P : “Kanadakamus, di kamuskanadaditulispengucapannyagimana”

S : “Kalokitakaktengok di kamuskadangbedajugacarapengucapannyakadangcepatkadang

Ngak.”

P : “Jadiklo di ruanganbelajaryapakebahasaingrisataubahasa Indonesia? ”

S : “Tergantunggurunyakak, klo pas belajar English club bahasaingristapiklo pas belajar b.inggriskarnamasihbanyakkawan-kawan yang belumbisajadipakebahasa Indonesia.”

P : “Sewaktupembelajarangurunyapernahngakmenggunakan video, song ataugambar-gambar?”

S : “Pernahkak.”

P : “Kalomenggunakan drama technique pernahngak?”

S : “Kalo drama technique belumpernahsihkak.”

P : “Baikdek, makasih yeah ataswaktunya.”

S : “Iyahsama-samakak.”

Interview 2

S :Mahyunisiregar

P : “SiangDek.. Namanyasiapa?”

S : “Siang kak, namasayaMahyuniSiregar.”

P : “Kakakbolehgangguistirahatnyabentar yah. Mau tanya-tanyatentangpelajaran bahasaInggris.”

S : “Bolehkak.”

P : “Menurutadekpentingngaksihbelajarbahasainggris?”

S : “Pentingkak.”

P : “Kenapabisapenting?”

S : “Menurutsayabahasaingritisupenting, karnasekarangkitasudahmemasukiEkonomi

ASEAN dimanabahasainggrisituhal yang paling perluuntukkitakuasai.”

P : “Jadiadeksukangaksihbelajarbahasainggris?”

S : “Sukakkak.”

P : “Kenapabisasukak?”

S : “Karenamenurutsayakalosayabisabahasaingritisumpermudahsayauntuk berinteraksi.”

P : “Jadidalambahasaingrisitudimananyasih yang sulit?”

S : “Kalomenurutsayakak di Speaking samawritingnya?”

P : “Kenapaadekbilang di speaking sama writing itususah?”

S : “Karnakaktulisansamaucapannyaitubedajadikadangkitabingungtulisannyainikok pengucapannya lain gitukak, jadisulitdiamemahaminya.”

P : “Jadiklo pas belajarbahasainggrisitudiruanganpakebahasainggrisngak?”

S : “Tergantungkakkadangpakekadangngakjadidicampu-campurgitukak.”

P : “Oh,,waktubelajargurunyapernahmenggunakan video ngakataugambar-gambar?”

S : “Pernahkak, awalpembelajaranitugurunyamenampilkan video atau slide-slide kemudian barumenjelaskan.”

P : “Mmm, jadiklodalampembelajaranpernahmenggunakan drama technique ngak?”

S : “Kalo drama technique kayaknyabelumpernahdehkak.”

P : “Oke, makasih yeah dekwaktunya”

S : “Iyahasama-samakak.”

Interview 3

S :Ivansyah

P : “Haidek, lagiistirahat yah. kakakganggusebentaraja, boleh? kakakmauTanya-tanya tentangpelajaranbahasaInggris.”

S : “Boleh, silahkankak.”

P : “Namanyasiapadek?”

S : “Ivansyahkak.”

P : “SukabahasaInggrisngga, dek Ivan?”

S : “Sukakak.”

P : “Sukanyakenapa?”

S : “Karnabahasaingrisitupentingdanenakjugakklokitabisabahasainggris.”

P : “Adekudahbisabelumbahasaingrisnya?”

S : “Belumkak.”

P : “Kenapabelum?”

S : “Karnasusahbangatkak.”

P : “Susah bangatdimananya?”

S : “Di speakingnyakak.”

P : “Ada apadengan speaking koksusah ?”

S : “Susah maungomongapakak, mungkinkarnakurangnyapenguasaan vocab kak.”

P : “Kanadakamus, jadibisalihtdarikamus.”

S : “iyahsihkaktapisusahmenghapalnya.”

P : “Kalau di kelas, lagipelajarngitu, menggunakanbahasaInggrisngga?”

S : “Kadang-kadangkak.”

P : “Oh, belajar bahasa Inggris menggunakan drama technique pernah ngak?”

S : “Ngak pernah kak.”

P : “OK deh kalau gitu, terimakasih banyak ya Dek...”

S : “Iya sama-sama kak.”

Interview 4

S : Alek Xander Dali Jotu Waruhu

P : “Haidek, kakak gangguse bentar aja, boleh? kakak mau Tanya-tanya tentang pelajaran bahasa Inggris.”

S : “Boleh kak.”

P : “Namanya siapa dek?”

S : “Alek Xander Dali Jotu Waruh kak”

P : “Suka bahasa Inggris nggak, dek?”

S : “Nggak sukakak.”

P : “Nggak suka? kenapa emangnya?”

S : “Susah banget pelajarannya.”

P : “Asih susah banget dimananya?”

S : “Kadang kadang ngerti kakak gurunya ngejelasin apa aja tapi susah logurunya pake bahasa Inggris.”

P : “Berarti sama sekali nggak suka sama pelajaran bahasa Inggris?”

S : “Sebenarnya sih pengennya sukakak. Biar bisanya nyipaka bahasa Inggris gitu, tapi mau gimana lagi kak susah.”

P : “Kalau di kelas, lagipelajarangitu, seringngomongbahasaInggrisngga?”

S : “Jarangkak. Pas lagidisuruhlatihan-latihan dialog ajasamatemansebangku.”

P : “BerartingomongbahasaInggrissusahya, menurutdekAlek?”

S : “Iyakaksusahbangat.

P : “Susah bangetnyaitudimananya?”

S : “Susah kakkarnakadangkitamaungomongkitangak tau bahasainggrisnya, terusngakada hapalkosakatanyasusahmenghapalpengucapanya. Barukaktulisansamaucapannyaitu bedakakmakanyamakinbingungmaubelajarnya.”

P : “Oh gitu. Terusklogurunnyangajarsukamenggunakan video ataugambarngak”

S : “Iyakak.”

P : “Menggunakan Drama technique pernahngak?”

S : “Belumpernahkak.”

P : “Oh yeah udahmakasih yeah dekwakytunya.”

S : “Iyah, sama-samakak

Validator

ZAINUDDIN S.S., M.Hum

Appendix VI

Indicator List of Teacher in Teaching Learning Process First Cycle

School : SMA N 1 Angkola Selatan

Subject Matter : English

Class/ Semester : XI IPA 1/ 2

Date :

Observer : Hotmatua S.Pd

Physic appearance	Rating Scales		
	Never	Sometimes	Always
1. Dressing cleanly and neatly.			
2. Standing and writing face to students.			
3. Energicand enthusiasm.			
Learning process	Rating Scale		
	Never	Sometimes	Always
Opening			
1. Doing the apperception.			
2. Giving the motivation to the students.			
3. Explaining the purpose of the learning outcome.			
4. Explaining the steps teaching-speaking by using drama technique.			
Step 1 (planning)			
1. Arranging the lesson.			
2. Determining the topic that will be discussed and practiced.			
3. Designing the procedures of teaching speaking by using drama technique.			
4. Preparing the instrument to be used by students.			

5. Preparing the instruments for teacher and observer's observation.			
6. Preparing the learning material, indicators of speaking scores, and test for the first cycle.			
Step 2 (action)			
1. Arranging the seat formation.			
2. Telling the purposes of learning.			
3. Explaining the topic.			
4. Giving some practice that is related to the topic.			
5. Monitoring time allocation.			
Step 3 (observation)			
1. Observing the activities.			
2. Discussing with collaborator about the activities.			
3. Evaluating students by talking the score of students' speaking skill based on drama technique.			
4. Making a note in every activities.			
Step 4 (reflection)			
1. Discussing with collaborator about the action.			
2. Analyzing the weakness.			
3. Reflecting the students learning activity.			
4. Evaluating students achievement.			
Closing			
1. Talking about the difficulties about the topic which has discussed.			
2. Sharing some experience about how to			

speak well.			
3. Giving the motivation to the students in order to practice their speaking skill.			
Material	Rating Scales		
	Never	Sometimes	Always
1. Explaining the learning objectives.			
2. Relating to students experience.			
3. Explaining the learning benefit.			
4. Relevant to objectives and procedure.			
5. Brief presentation.			
Reinforcement and interaction with students	Rating Scales		
	Never	Sometimes	Always
1. Group performance reward.			
2. Celebration.			
3. Stimulating students responds.			
4. Stimulating students questions.			
Sound and classroom management	Rating Scales		
	Never	Sometimes	Always
1. Audible sound.			
2. Talking intelligibly.			
3. Fluently: every word sounded clearly.			
4. Rhythm: it is clear in the important part.			
5. Neatness control.			
6. Class noise control.			
7. Class formation arrangement.			

Validator

ZAINUDDIN, S.S., M.Hum

APPENDIX V

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English (Speaking)
Class/ Semester : XI IPA 1/ II
Days/ Date Of : Friday/ April 06th 2018
Cycle : I
Observer : Collaborator (English Teacher)

No	Students	Activities					
		Who not ready to study	Who use mother tongue	Who doesn't have motivation to speak	Who doesn't care full when learning Drama technique	Who passive in the class	Who go permission
1.	AS						
2.	AP						
3.	ASY						
4.	ANS						
5.	ATR						
6.	AL						
7.	AAA						
8.	ALX						
9.	BN						
10.	DK						
11.	DA						
12.	DS						
13.	DP						
14.	DN						
15.	EE						
16.	EEM						
17.	FF						
18.	HG						
19.	HP						
20.	IS						

21.	IVS						
22.	MF						
23.	MM						
24.	NA						
25.	NAN						
26.	NI						
27.	NUA						
28.	NAM						
29.	PP						
30.	PM						
31.	RKY						
32.	RL						
33.	SS						
34.	SSO						
35.	SA						
36.	UR						
37.	WR						
38.	YM						
39.	YP						
40.	ZL						
Total							
Condition of the Classroom		In cycle I, condition of classroom was not effective. Some students were looked not attention to the teacher and they were not enthusiasm and serious in teaching learning process.					

Padangsidimpuan, April 06th 2018

Validator:

HOTMATUA SIREGAR, S.Pd

NIP. 198007022014071001

**Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English (Speaking)
Class/ Semester : XI IPA 1/ II
Days/ Date Of : Friday/ April 20th 2018
Cycle : II
Observer : Collaborator (English Teacher)

No	Students	Activities					
		Who not ready to study	Who use mother tongue	Who doesn't have motivation to speak	Who doesn't care full when learning Drama technique	Who passive in the class	Who go permission
1.	AS						
2.	AP						
3.	ASY						
4.	ANS						
5.	ATR						
6.	AL						
7.	AAA						
8.	ALX						
9.	BN						
10.	DK						
11.	DA						
12.	DS						
13.	DP						
14.	DN						
15.	EE						
16.	EEM						
17.	FF						
18.	HG						
19.	HP						
20.	IS						
21.	IVS						
22.	MF						

23.	MM						
24.	NA						
25.	NAN						
26.	NI						
27.	NUA						
28.	NAM						
29.	PP						
30.	PM						
31.	RKY						
32.	RL						
33.	SS						
34.	SSO						
35.	SA						
36.	UR						
37.	WR						
38.	YM						
39.	YP						
40.	ZL						
Total							
Condition of the Classroom	In cycle I, condition of classroom was not effective. Some students were looked not attention to the teacher and they were not enthusiasm and serious in teaching learning process.						

Padangsidimpuan, April 20th 2018

Validator:

HOTMATUA SIREGAR, S.Pd

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DOCUMENTATION













KEMENTERIAN AGAMA
INSITTUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sibitang 22733
Telephon 0634-22080 Faximile 0634-24022

: 22-In.19/E.6a/PP.00.9/ 10 /2017
: Bina

Padangsidimpuan, October 2017

Pengajuan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Dr. Erawadi, M.Ag (Pembimbing I)
2. Zainuddin, S.S., M.Hum (Pembimbing II)

Di-
Padangsidimpuan

Assalamu Alaikum Wr. Wb

Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa di bawah ini dengan data sebagai berikut:

Nama : ELPIDA NORA PASARIBU

Nim : 14 203 00031

Fakultas : Tarbiyah dan Ilmu Keguruan / TBI-3

Judul Skripsi : IMPROVING STUDENTS' SPEAKING ABILITY BY USING DRAMA
TECHNIQUE AT GRADE XI SMA N.I ANGKOLA SELATAN

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

Ryffkub
Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Ryffkub
Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

Dr. Erawadi
Dr. Erawadi, M.Ag.
NIP. 19720326 199803 1 002

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Zainuddin
Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016



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Nomor : B - ~~QA~~ /In.14/E.4c/TL.00/04/2018
Hal : Izin Penelitian
Penyelesaian Skripsi

2 April 2018

Yth. Kepala SMA N 1 Angkola Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Elpida Nora Pasaribu
NIM : 14 203 00031
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Speaking Ability by Using Drama Technique at Grade XI SMA N 1 Angkola Selatan Kabupaten Tapanuli Selatan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

Plt. Dekan

Dr. Lelya Nida, M.Si.

NIP. 19720820 200003 2 002

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 ANGKOLA SELATAN

Alamat : Jln. Marpinggan Kel. Napa Kec. Angkola Selatan Kode Pos 22737
E-mail : sma1angkolaselatan@gmail.com

SURAT KETERANGAN

Nomor : 420/ 044 /SMA/2018

Yang bertanda tangan di bawah ini :

Nama : **DARAZAD DAULAY, M.Pd**
NIP : 19731127 199903 1 004
Pangkat/Gol : Pembina TK. I/ IVb
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Angkola Selatan

Yang ini menerangkan :

Nama : **ELPIDA NORA PASARIBU**
NIM : 14 203 00031
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / TBI
Alamat : Sibulung

Yang benar telah melakukan Penelitian/Riset di SMA Negeri 1 Angkola Selatan pada tanggal 03 April sampai 20 April 2018 dengan judul :

**IMPROVING STUDENTS' SPEAKING ABILITY BY USING DRAMA TECHNIQUE AT
GRADE XI SMA NEGERI 1 ANGKOLA SELATAN KABUPATEN TAPANULI SELATAN**

Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Simarpinggan, 20 April 2018
Kepala Sekolah

DARAZAD DAULAY, M.Pd
Pembina TK. I
NIP. 19731127 199903 1 004