THE EFFECT OF DRAMA TECHIQUE ON STUDENTS' SPEAKING MASTERY AT GRADE XI SMA NEGERI 1 ANGKOLA BARAT

A THESIS

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

Written By:

TERRI HALIMAH HARAHAP
Reg. No. 10 340 0114

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Term   : Thesis   Padangsidimpuan, December 22nd 2014
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To:
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Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Terri Halimah Harahap, entitle ":**The Effect of Drama Technique on Students' Speaking Mastery at Grade XI SMA Negeri 1 Angkola Barat**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Islamic Education Scholar (S.Pd.I), English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14 Verses 2.

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Padangsidimpuan, 22 December 2014

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AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

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Title of thesis : THE EFFECT OF DRAMA TECHNIQUE ON STUDENTS' SPEAKING MASTERY AT GRADE XI SMA NEGERI 1 ANGKOLA BARAT

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ABSTRACT

Name   **: TERRI HALIMAH HARAHAP**
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Title of Thesis **: THE EFFECT OF DRAMA TECHNIQUE ON STUDENTS' SPEAKING MASTERY AT GRADE XI SMA NEGERI 1 ANGKOLA BARAT**

This research talked about students' speaking mastery taught by used Drama technique. The formulation of the problem: Is there the effect of Drama technique on students' speaking mastery at grade XI SMA Negeri 1 Angkola Barat? This research intended to know whether there is the effect of Drama technique toward students' speaking mastery has significant or not.

The method of this research was conducted by experimental method with quantitative approach. The population of this research was all of students at grade XI SMA Negeri 1 Angkola Barat, the total of population was 152 students. Then, the sample was taken by used cluster sampling, they were 52 students. Next, this research used test as instrument, test was divided into pre-test and post-test about speaking mastery. The data were analyzed statistically by applied T-test formula.

Based on the result of the research, researcher showed the description of the data and it was found that, there is the effect of Drama technique toward students' speaking mastery, the mean score of experimental class higher than control class (73.34 > 69.65), its mean that students` speaking mastery taught by used Drama technique was better than conventional teaching and the score of t_{count} was higher than t_{table} (1.76 > 1.67). It means that the hypothesis was accepted. It was concluded that there was the significant effect of drama technique toward students' speaking mastery at the grade XI SMA Negeri 1 Angkola Barat.

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Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers.

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4. Mrs. Rayendriani Fahmei Lubis, M.Ag, the Leader of English Department.

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10. All the people who have helped the writer to finish my study that I can't mention one by one.

   May Allah, The almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, the writer welcome to all good and value critics that can improve this thesis.

<div align="right">

Padangsidimpuan, 22 December 2014
The Researcher,

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CHAPTER I

INTRODUCTION

A. **Background of the Problem**

English as the lingua franca International, more so it is important to learn well and properly, especially in facing the global era when many people from different various parts of the world visit to Indonesia for various purposes. This needs to be addressed and positively anticipated. Association or interaction with a variety of people from foreign countries are not inevitable, that is ultimately requires us to broaden the International arena.

English as the world language is to correlate between one country to another country. Deposition English in the school curriculum, English as the main language in primary school, junior high school, senior high school, up to university. The material of teaching English are; speaking, reading, writing and listening. The students have to be able mastery four of basic skills.

Speaking is one of the important skills in language learning besides reading, writing and listening. Speaking is one of tool to explore our feeling and thought in spoken form. And it is very important in our life, through speaking people can share about stories, opinion, information, thought and can tell what they are feeling now. Therefore with speaking we can motivate, and build up person to be a good character or on the contrary. With speaking we can take and give information with another people. But many people feel that speaking is difficult. But, if we

want to try to share what we feel to another people with speaking, it's come easy. Then we don't forget to practice over and over.

Based on my teaching experience when I was in students' field experience practice at SMA Negeri 1 Angkola Barat, especially at the grade XI, actually English language learning process is still not effective. Most of students not interest in learning English language. Students said that English is very difficult subject, so, students lazy to learning it. Especially in speaking, between the written and speaking /pronunciation is not same. Make students less confidence when they speak in English. They would rather to keep silent than to try speaking.

Speaking is one of the four skills in language learning besides listening, writing and reading. Speaking is the tool of communication, utterance or discourse of who want to speak. It also can be defined as an activity in giving opinion and asking for as if dialoguing by people to another people. In speaking, there is a process of communication between speaker and listener. People put thought and feeling into words, sharing about perceptions and the speaker telling about something to another people until they are understand, and the purposes of speaking is as an informative, invitational, dispositional and actuation.

The effort in increasing speaking, like solving the curriculum, tool and infrastructure. And also the teachers have to think how to make students' speaking mastery for their own purposes. There are so many approaches, methods, and techniques that can be used by the teacher.

The fact in the field, based on my teaching experience when I was in students' field experience practice at SMA Negeri 1 Angkola Barat, especially at the grade XI; some students' faced difficulties in speaking. Like, students liked to use their native language more than English language in teaching learning process, they rarely practiced to use English communicate, and some students were shy and not confident to speak English in speaking class, especially in front of the class. It's not only comes from students' self, but also comes from other. Its can come from teacher, because when they teach English not use various technique, until the students feel lazy and bored to study English, especially when their speaking.

The role of technique in teaching speaking is very important, because with the technique, teacher can increase students' speaking mastery 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 exciting way teaching. We look that in drama we can making of the imaginations, and then teacher and class join work in the classroom, as the creative and powerful of teaching and learning, with all participants between teacher and students. Through drama technique, teacher can motivate students to build up confidence and to require thinking before speaking.

Based on my background above, the researcher interested to do researches entitle: "**The Effect of Drama Technique on Students' Speaking Mastery at Grade XI SMA Negeri 1 Angkola Barat".**

B. Identification of the Problem

Speaking is one of tool to explore our feeling and thought in spoken form, and it is very important in our life, through speaking people can share about stories, opinion, information, thought and people can tell what they are feeling now.

The factors of speaking are; clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation and interaction.[1] Based on the background of the problem researcher identifies problem as follows:

1. Students liked to use their native language more than English language in teaching learning process.

2. Students rarely practiced to use English communicate.

3. And some of students were shy and not confident to speak English in speaking class, especially in front of class.

C. Limitation of the Research

Based on the identification of the problem, there are many factor of speaking, there are: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation and interaction, and also the technique that used in teaching speaking was very much such as Drama, Storytelling, Simulation, Group Presentation, Debate, Discussion, Role Play and so on.

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[1]H. Doughlas Brown. *Teaching by Principles An Interactive Aproach to Language to Language Pedagogy*, (United States of America: Inc: San Fransisco States University, 1994), p. 256-257.

The researcher doesn't discuss the all of technique, It was impossible to be researched by researcher because of the matter of materials, space and time and that was difficult to explore alone, due to the limitation of the researcher in aspect of ability, time and finance, this research must be limited. So the researcher discuss and focused on Drama Technique to improve the student's mastery in speaking.

Because, Drama is the exciting way teaching. We look that in drama we can making of the imaginations, and then teacher and class join work in the classroom, as the creative and powerful of teaching and learning, with all participants between teacher and students. It was impossible to be researched by researcher because of the matter of materials, space and time and that was difficult to explore alone, due to the limitation of the researcher in aspect of ability, time and finance, this research must be limited.

D. Formulation of the Problem

By attend the problem above, so the researcher takes the formulation of the problem to make the problem in this research clear, as bellow:

1. To what extent is the student's speaking mastery before using drama technique at the grade XI SMA Negeri 1 Angkola Barat?

2. To what extent is the student's speaking mastery after using drama technique at the grade XI SMA Negeri 1 Angkola Barat?

3. Is there the effect of using drama technique toward students' speaking mastery at the grade XI SMA Negeri 1 Angkola Barat?

E. Objectives of the Research

Based on problem that are mentioned previously, the objectives of the research are:

1. To describe the extent of the student's speaking mastery before using drama technique at grade XI SMA Negeri 1 Angkola Barat.

2. To describe the extent of the student's speaking mastery after using drama technique at grade XI SMA Negeri 1 Angkola Barat.

3. To examine whether there is the effect of using drama technique toward students' speaking mastery has significant or not.

F. Significances of the Research

This result of the research was expected to be useful for:

1. Headmaster, to develop and encourage English teachers to teach English best toward SMA Negeri 1 Angkola Barat.

2. English teachers of SMA Negeri 1 Angkola Barat, to add the references in teaching and learning speaking that are more enjoyable and interesting for students.

3. The researcher, expected to develop all information and knowledge for those who are interested in doing research related to this research.

G. Definition of the Operational Variable

Based on the title, as for the variables of this research were: variable X (Drama Technique) and variable Y (Students' Speaking Mastery). To avoid misunderstanding about some terms in this research so the researcher makes the definition below:

1. Drama Technique

Drama technique is the one of technique that used in teaching speaking. Maley stated that, "Drama Technique is they are activities, many of which are based on techniques used by actors in their training. 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."[2]

So, drama technique is an instructional activity in which students are able to imitate and speak according to the script and imagination in small group. In conclusion that every students are participate and able to imitate and speak like the actor of the script in teaching speaking by applying drama technique.

2. Students' Speaking Mastery

a. "Students is a person who is studying at college of university, person studying at secondary school, any person interested in particular subject".[3]

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

[3]A.S Hornby, *Oxford Learner's Dictionary* (New York: Oxford University Press, 2005), p. 441.

b. "Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'."[4]

c. "Mastery is great skill or knowledge".[5]

Thus, that can concluded, students' speaking mastery is the process of communication and giving knowledge about the ability to explore their feeling, thought and idea in spoken form, until students can speak fluently.

H. The Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one discuss about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problems, objectives of the research, significances of the research, definition of the operational variables, and outline of the thesis.

Chapter two is the theoretical description, which explain about speaking, drama technique, review of related findings, framework of thinking, and hypothesis.

Chapter three discuss about the methodology of research consists of: place and time of the research, research design, population and sample, the Instrument of

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

[5]A.S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p. 271.

data collecting, validity of instrument, the procedures of research and technique of data analyzing.

Chapter four is the result of the research and data analyzing consists of description of data before using drama technique, description data after using drama technique, hypothesis testing, discussion and threats of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follows:

1. Speaking

a. The Definition of Speaking

Speaking should be taught as it is used in real life. Where people use it for communication to express feeling, idea and emotion. In Speaking we can take and give the information from speaker. Harmer says that "Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'."[1] Next, "Speaking is the productive skill and consists of producing systematic verbal utterances to convey meaning".[2]

So, the researcher concludes, speaking means the process of communication and giving knowledge about the ability to explore their feeling, thought and idea in spoken form.

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[1] Jeremy Harmer. *Loc. Cit.*
[2] David Nunan, *Practical English Language Teaching,* (Singapore: Mc. Graw Hill, 2003), p. 48.

b. The Purposes of Speaking

"Purpose is reason for which is done or made."[3] The researcher want to show what is the purposes of speaking; these are some purposes of speaking:

1) Informative speaking, seeks to inform. Its goal is the listener understand something what the speaker understand about the subject what speaker talks and to get information.

2) Invitational speaking is hence an invitation to listeners in agreement or evaluation of some sort. when we speak to persuade, we attempt to get listeners to take a point of view that they would not have done otherwise.

3) Dispositional speaking is more persuasive that it seeks to gain agreement on an attitude, value or belief. This can be very difficult thing to do because it is recreating identity.

4) Actuation speaking seeks to get people to act, to perform in some way. May be when the speaker speak is need to act to get understand between the speaker and the listener. Actuation speaking can be considered to be ultimate in persuasive speaking.[4]

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[3]A.S Hornby. *Op. Cit.,* p. 357.
[4]http://changingminds.org/techniques/speaking/preparingpresentation/purposespeaking.htm accessed at September 24, 2014 retrieved on 09.30 pm.

The researcher concludes that the purpose of speaking has four purposes are; informative, invitational, dispositional and actuation. So, the speaker can take the all the purpose or just the one of it, to know the purpose want to use when speaking.

c. The Principles of Speaking

"Principle is moral rule or strong belief that influences your action."[5] As a speaker, people must know what the principles of speaking are, so, here are six principles of speaking:

1) Perception: Stop trying to be a great speaker.

   People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversations we have speak every day, we have no problem being ourselves.

2) Perfection: When you make a mistake, no one cares but you.

   Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.

3) Visualization: if you can see it, you can speak it.

   Winners in all aspects of life have this in common: they practice visualization to achieve their goals.

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[5] A.S Hornby. *Op. Cit.,* p. 349.

4) Discipline: practice make perfectly good.

Your goal is not to be a perfect speaker. There is no such thing. Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.

5) Description: make it personal.

Whatever the topic, audiences respond best when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.

6) Anticipation: Always leave 'em wanting more.

Always make your presentation just a little wrong and anticipated.[6]

From the explanation above, there are six principle of speaking they are: perception, perfection, visualization, discipline, description and anticipation, if you've followed the six principles outlined here you already have their attention and interest to speak.

d. The Kinds of Speaking

Much of our language teaching energy is devoted to instruction in mastering English conversation.

1) Monologue: when one speaker uses spoken language for any length of time, as in speeches, lectures, readings and the like, the hearer

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[6]http://www.amanet.org/training/articles/Seven-Principles-of-Effective-Public Speaking.aspx accessed at August 19, 2014 retrieved on 10.30 pm.

must process long stretches of speech without interruption the stress of speech will go on whether or not the hearer comprehends.

The kinds of monologue:

a) Planned: usually manifest little redundancy and are therefore relatively difficult to comprehend e.g., speech and other pre written material.

b) Unplanned: exhibit more redundancy, which makes for ease in comprehend, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

2) Dialogue: involve two or more speakers.

The dialogue also divided into two kinds:

a) Interpersonal: those exchanges that promote social relationships.

b) Transactional: those for which the purpose is to convey propositional or factual information.[7]

So, the researcher can concludes from the explanation above, that the kinds of speaking divided into two kinds, are monologue and dialogue. As the speaker must know what they want to use when speaking.

e. The Components of Speaking

According to Hornby, "Component is any of the parts of which is made."[8]The speaker must know the component of speaking, according to Harmer there are four components of speaking as follows:

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[7]H. Doughlas Brown, *Op. Cit.*, p. 236-237.

1) Connected speech

   Effective speakers of English need to be able not only to produce the individual phonemes of English (as saying I would have gone) but also use the fluent 'connected speech' (as in I'd've gone). In connected speech sounds are modified ,omitted, added (linking *r*), or weakened. It is for students to improve their connected speech in the activities.

2) 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). The use of devices contributes to the ability to convey meanings.

3) 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. Teacher should to convey a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

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[8]A.S Hornby. *Op. Cit.,* p. 86.

4) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. To offer phrases such as: (I'm sorry) I didn't quite catch that or Could you explain that again, please?.[9]

The researcher concludes that every speaker must know the component of speaking like connected speech, expressive device, lexis and grammar, or negotiation language.

f. The Materials of Speaking

To make this research more clearly, the researcher want to present some speaking materials that used for students at the grade XI of SMA Negeri 1 Angkola Barat based on my teaching experience when I was PPL. Presenting the speaking materials is expected to make a suitable with the research test. These are speaking materials at the grade XI SMA Negeri 1 Angkola Barat:

1) Comprehending transactional and interpersonal conversation in formal and sustained form in daily life context.

   a) Responding transactional conversation and interpersonal in formal and sustained form accurately, fluently, and acceptable that use variety oral language in daily life context that consist of:

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[9]Jeremy Harmer, *Op. Cit*., p. 269-267.

expressing agree and disagree, asking for, giving opinion, expressing love and sadness, expressing pain and relief.

2) Comprehending short functional text and monolog in narrative, hortatory exposition and spoof shape in daily life context.

  a) Responding to the formal and informal short functional text that use variety oral language accurately, fluently, and acceptable in daily life context.

  b) Responding monolog text that use variety oral language in daily life context in narrative, hortatory exposition and spoof shape.[10]

From the explanation above, so the materials of speaking at SMA Negeri 1 Angkola Barat consist of: expressing agree and disagree, asking for, giving opinion, love and sadness, pain and relief, narrative, hortatory, and spoof text. So, the researcher choose giving opinion mastery to test speaking.

g. Testing Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and affectivities of a test take listening skill, which necessarily compromise the reliability and validity of an oral production.

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[10]Eka Mulya Astuti, English Zone, (Jakarta: PT Gelora Aksara Pratama, 2006), p. 4.

According to Arthur Hughes there six categories to measure speaking skill such as:

1) Accent[11]
   Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.[12]

   The Accent can be identified looks like this:
   a) Pronunciation frequently unintelligible.
   b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
   c) "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
   d) Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.
   e) No conspicuous mispronunciations, but would not be taken for a native speaker.
   f) Native pronunciation, with no trace of "foreign accent".[13]

2) Grammar
   Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).[14]

   Grammar can be identified looks like this:
   a) Grammar almost entirely inaccurate phrases.
   b) Constant errors showing of very few major patterns and frequently preventing communication.
   c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
   d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
   e) Few errors, with no pattern of failure.

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

[12]Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

[13]Arthur Hughes. *Loc. Cit*

[14]Victoria Neufeldt, *Op. Cit.,* p. 286.

f) No more than two errors during the interview.[15]

3) Vocabulary
Vocabulary is more that a list of target language of words.[16]

Vocabulary can be identified looks like this:
a) Vocabulary inadequate for even the simplest conversation.
b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
f) Vocabulary apparently as accurate and extensive as that of an educated native speaker.[17]

4) Fluency
"A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology".[18]

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

Fluency can be indentified looks like this:
a) Speech is no halting and fragmentary that conversation is virtually impossible.
b) Speech is very slow and uneven except for short or routine sentences.

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[15]Arthur Hughes. *Loc. Cit.*
[16]David Nunan, *Op. Cit*, p.258.
[17]Arthur Hughes. *Loc. Cit.*
[18]H. Douglas Brown, *Teaching By Principle*, *Op. Cit.*, p. 268-270.

c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
f) Speech on all professional and general topics as effortless and smooth as a native speaker.[19]

5) Comprehension
Hornby states that: "Comprehension is the mind's act or power of understanding".[20]

Comprehension can be identified looks like this:
a) Understands too little for the simplest types of conversation.
b) Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.
c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
d) Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing.
e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.[21]

So, the evaluation of speaking is to know how far the teacher teach speaking, is success or not. And to measure how far student's speaking ability in the class.

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[19] Arthur Hughes, *Op. Cit.,* p.112
[20] A.S Hornby, *Op. Cit.,* p. 234.
[21] Arthur Hughes. *Loc. Cit.*

2. **Drama Technique**

   a. **The Definition of Drama Technique**

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

   Maley and Duff stated:

   "Drama technique is the activities, many of which are based on techniques used by actors 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. They draw on the natural ability of everyone to imitate, mimic and express themselves through gesture and facial expression".[22]

   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.

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   [22]Alan Maley and Alan Duff. *Loc. Cit.*

2) Focus

This relates to the narrower, linguistic objectives.[23]When use the drama technique, the students must focus until get the objectives.

3) Level

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.

[23]*Ibid.*, p. 2.

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.[24]

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 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 technique 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.

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[24]*Ibid.*, p. 3.

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 students 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 react to these situations and to give the students a taste of real life.

From the explanation above, many advantages comes from drama technique in teaching speaking. Before using the drama technique, so the teacher must know about the advantages of drama technique.

d. The Disadvantages of Drama Technique

These are the disadvantages of drama technique:

1) Activity is artificial
Supposed to provide authentic situations for students to use language, the situations sometimes created were artificial and not relevant to the needs of the students.

2) Activities are difficult to monitor
With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a student's performance.

3) Causes embarrassment
In some situations, especially among adult learners, drama activities cause a lot of embarrassment, awkwardness and very little spontaneous language use.

4) Encourages incorrect forms
Since the teacher is not encouraged to correct mistakes immediately so as not to discourage students, this provides opportunities for learners to produce and practice ungrammatical and inappropriate forms.

5) Has cultural bias

These activities are more suited for learners from cultures where drama activities and learner directed an activity in teaching is common.

6) Teacher's fear of losing control

Since the activities require the full participation of the students and minimum participation from the teacher, the teacher may fear that he may lose control of the class.

7) Spontaneity is lost

Very often the students get too caught up with WHAT to say. They hesitate to choose their words and do not interact spontaneously.

8) Timing lessons is difficult

The teacher has to spend a lot of time in preparation work.

9) Activities may not be suitable for all levels

Drama technique involves a lot of conversation and discussion. Thus it may not be very suitable for low proficiency students who do not have the necessary communicative competence to carry out the activity.[25]

From the explanation above, the researcher concludes, that every technique used in teaching learning has the advantages and disadvantages. Especially, in drama technique also has advantages and disadvantages. So, to the teacher, who wants to apply the technique, must know the advantages and disadvantages of the technique used.

d. The Steps of Drama Technique

To know what is the steps of drama technique, the researcher want to explain it; there are many steps of drama technique:

1) Firstly, the teacher presents the idea, theme, or problem to the students, organizing any preliminary work and making sure that the students know precisely what to do.

2) Secondly, the students discuss in groups what they are going to do and exactly how they are going to do this.

3) Thirdly, the students experiment in groups with various interpretations until they are satisfied with one.

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[25]The English Teacher [online]. vol XIX. (http://www.melta.org.my/1990/main8.html accessed at June 18, 2014 retrieved on 12 pm.

4) Fourthly, it consists of students showing their interpretation or solution to another group or to the rest of the class.

5) Fifthly, even in place of the fourth stage-the students may discuss their solution in groups or with the rest of the class. This discussion can serve as a form of assessment for the students of their work.[26]

So, these are the steps of drama technique used when the teacher want to use this technique as teacher technique in teaching speaking, should be bring students to take this steps as teacher technique.

B. Review of Related Findings

There are some related findings in this research; the first is Eni Fauziah Harahap "The effect of group presentation technique to students' speaking skill at SMA Negeri 3 Padangsidimpuan". The concluding of her research there was a significant effect to students' speaking skill in teaching speaking by using group presentation to students' speaking skill.[27]

Secondly, a thesis of Rica Umrina was done in English Educational Study Program at STAIN Padangsidimpuan entitled "Improving Students' Speaking Skill Through Debate At SMA N 1 Padangsidimpuan".[28]

Finally a thesis of Sulastri was done in English Educational Study Program at STAIN Padangsidimpuan entitled "improving students' self-confidence in speaking ability through simulation technique at grade x sma negeri 8

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[26]Joni, Hamzah, et. al., A. Interactive Drama As A Teaching Strategy To Improve Students' Compentence In Speaking (A Quasi Experimental Study)" (http://www.google.com/ A. Interactive Drama As A Teaching Strategy To Improve Students' Compentence In Speaking accessed at July 25, 2014 retrieved on 10:25 pm).

[27]Eni Fauziah Harahap, *The effect of group presentation technique to students' speaking skill at SMA Negeri 3 Padangsidimpuan* (Padangsidempuan: STAIN, 2013).

[28]Rica Umrina, *Improving Students' Speaking Skill Through Debate*, (Padangsidempuan: STAIN, 2011).

padangsidimpuan".[29] They found that debate and simulation technique can improve students' speaking skill.

In conclusion, from the description above, the researcher concluded that many techniques can increase the students' speaking skill. So, the researcher hoped that the drama technique could increase the student's speaking skill. And the researcher interested to make the research about "The Effect of Using Drama Technique in Teaching Speaking at Grade XI SMA Negeri 1 Angkola Barat".

C. Framework of Thinking

Speaking is one of tool to explore our feeling and thought in spoken form. And also speaking is process of communication between the speaker and the listener. Speaking is very important in our life, through speaking we can share about stories, opinion, information, thought and we can tell what we are feeling now. Therefore with speaking we can motivate, and build up person to be a good character or on the contrary. With speaking we can take and give information with another people.

Drama technique is a technique or activities used in teaching speaking that can increase students speaking. This technique has influence in speaking, especially in teaching speaking. Through drama, students can draw the natural ability to imitate, mimic and to express themselves through gesture or facial expression.

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[29]Sulastri, *Improving students' self-confidence in speaking ability through simulation technique*. (Padangsidimpuan: STAIN, 2012).

The role of drama in teaching speaking, the use of drama in the learning-teaching experience and to show how drama can be used to develop both productive and receptive skills.

Many aspects of the drama that one can see in the theatre are used for the benefit of learning the foreign language. Participants are engaged in meaningful conversations or activities, they are not static, but they are actively moving around the class. Their imagination and feelings are stimulated and the spontaneous use of language is encouraged. The outside world is brought into the classroom.

As far as the speaking skill is concerned, it can be relatively easily stimulated through the use of various activities based on drama techniques. The focal point can be diverse; it can either be targeted on fluency, pronunciation, stress or intonation. Drama provides framework for the practice and acquisition of the speaking language skill.

The survey of the course books has shown exercises where language skills are practiced through the use of drama and finally practical lesson plans have been given to bring examples of how drama can enhance and stimulate the learning-teaching process through enjoyable activities.

It is necessary to mention that the role of the teacher in introducing drama into the teaching is very important. Some students might find the use of drama challenging, especially when they are not used to such an approach. It is the teacher who should help them to overcome this stage. It can be done through meticulous preparation, proper introduction, encouragement and building the

students' confidence in the merits and the potential of the use of drama in developing their language skills.[30]

The Effect of using drama technique toward teaching speaking can be seen as picture follow:

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┌─────────────────────────────────────────────┐
│ The value of students was low and they were  │
│ difficult to speak English and they did not  │
│ use the technique of speaking                │
└─────────────────────────────────────────────┘
                     │
                     ▼
        ┌──────────────────────────────┐
        │ Drama technique to solve the  │
        │ problem of speaking           │
        └──────────────────────────────┘
                     │
                     ▼
              ┌──────────────┐
              │  Pre- test   │
              └──────────────┘
              ╱            ╲
             ▼              ▼
┌──────────────────┐   ┌──────────────────┐
│ Experimental     │   │ Control Class     │
│ class with group │   │ with Group        │
│ drama technique  │   │ conventional      │
│                  │   │ technique         │
└──────────────────┘   └──────────────────┘
             ╲              ╱
              ▼            ▼
              ┌──────────────┐
              │  Post- test  │
              └──────────────┘
                ╱        ╲
               ▼          ▼
              Ha          H0
```
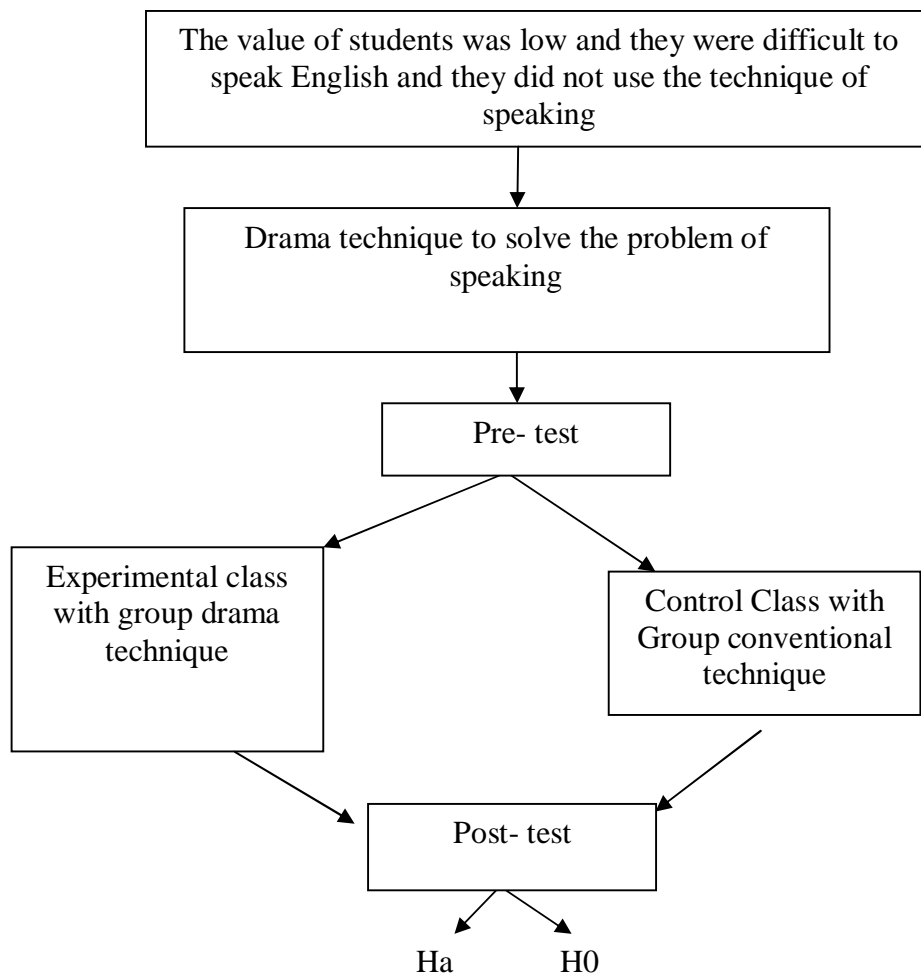
Picture 1: The picture about the process of drama technique.

From the pictures above, drama is a technique that must used by teacher in teaching speaking to improve students' speaking .Drama is a technique that

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[30]BachelorWork,"TeachingLanguageSkillsThroughDrama"(http://www.google.com/teachinglanguageskillthruogh drama accessed at July 23, 2014 retrieved on 10:30 pm).

coherent for teacher and students. Teacher must be mastered the techniques of drama, that is why, teacher must teach speaking by using drama.

In addition, students must use drama technique in speaking to get speak fluency and drama technique gave the important function in teaching speaking.

Based on description above, using drama technique should be seen as suitable technique in teaching speaking and to develop understanding of students in speaking. Drama technique gave maximum control for teacher to teach speaking with large and small classes, to convey the students' interest in speaking subject through drama and this technique can motivate the interest of the students to speak English well.

D. Hypotheses

In quantitative studies, a hypothesis is prediction the researcher holds about the relationship among variables.[31] The researcher has hypotheses of this study that "There is the effect of drama technique on students' speaking mastery at grade XI SMA Negeri 1 Angkola Barat"

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[31]John W. Creswell, Research Design*: Qualitative, Quantitative and Mixed Methods Approaches-Second Edition* (USA: Sage Publications inc, 2003), p. 108.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

1. Place of the research

In physical, the place of the research was taken at SMA Negeri 1 Angkola Barat, it is located at JL. Sibolga KM. 15 Sitinjak, Kec. Angkola Barat, Kab. Tapanuli Selatan. In geographical, SMA Negeri 1 Angkola Barat, in the north beside border on Fatans' canteen, in the south beside border on sitinjak market, in the west beside border on SMP N 1 Angkola Barat, and the east beside border on SD N 100030 Sitinjak.

2. Time of the research

The process of the research was held from May 2014 until finish.

B. Research Design

The researcher used experimental method in doing this research, "L.R. Gay says, "Experimental research is the only type of research that can test hypotheses to established cause and effect".[1] Where as Paul states that experimental research is to attempt to account for the influence of a factor or, as in the case of complex design, of multiple factors conditioning a given situation.[2]

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[1] L.R.Gay and Peter Airasian, *Education Research* (USA : Merril, 2000), p.367.
[2] Paul D. L, *Practical Research Planning and Design*, (New York: Mc Milan Publishing Company, 1990), p.211.

So, the writer can conclude that experimental research is a form of variable analysis to know the difference between two groups of data or more. Experimental method is used to see the effect of using drama technique on students' speaking mastery at grade XI SMA Negeri 1 Angkola Barat.

They were experimental class and control class. The experimental class is received the treatment by drama technique, while the control class is the class that received the treatment by conventional teaching. The researcher will design as the following:

Table 3.1
Research Design

Group		Treatment	
A. Experimental class	Pre-test	Teaching by using drama technique	Post-test
B. Control class	Pre-test	Teaching by using teacher method	Post-test

In this research, researcher gave the pre-test before give the treatment and gave the post-test after give the treatment to experimental class and control class. It can be seen from the following table:

Table 3.2
Experimental and control class

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control class	√	×	√

C. Population and Sample

1. Population

From the topic of this discussion, it been clear that the population of this research was all of the students of SMA Negeri 1Angkola Barat, at grade XI in 2014-2015 academic year, such as Suharsimi Arikunto says, a population is a set (collection) of all elements processing one or more attributes of interest.[3]

So, population is the object or the subject who to be generalizable by the researcher to be learned and then be made the summarizing.

Based on the information from a teacher that the students in SMA Negeri 1 Angkola Barat , population of the research consists of 4 classes with 152 students. It can be seen from the table follow:

Table 3.3
The population of the Grade XI student's SMA N 1 Angkola Barat

NO	CLASS	TOTAL
1	XI IPA 1	38
2	XI IPA 2	38
3	XI IPS 1	38
4	XI IPS 2	38
TOTAL		**152 Students**

[3]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), P. 108.

2. Sample

Sample is presentative whole of population.[4] The sample size is just fifty two students. In obtaining the sample, the researcher used cluster sampling technique, considering to what Creswell says that,

Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population. A single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly. In a multistage, clustering procedure the researcher first samples groups or cluster. Obtains names of individuals within groups or cluster and then samples within the cluster.[5]

Before used cluster sampling, the researcher used normality and homogeneity test to get sample that have similar competence. The researcher gave pre-test to three classes of the population. After that, the researcher chose two classes that homogeny and normal as the sample.

To determine the normality and homogeneity was done with the way like in the following.

a. Normality Test

In Normality test, the data can be tested with Chi-quadrate:[6]

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2=Chi-Quadrate

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[4]*Ibid*, p. 112.

[5]John W. Creswell, *Op. Cit.,* p.156.

[6]Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 85.

f_o=Frequency is gotten from the sample/result of observation (questioner)

f_h=Frequency is gotten from the sample as image from frequency is hoped

from the population.

To calculate the result of Chi- Quadrate uses significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed by normal.

From the calculation, researcher found that:

Table 3.4
Result of Normality

No	Class	X^2_{count}	$X^{2\ table}$	Result	Interpretation
1	XI IPA$_1$	4.38	7.815	X^2count<X^2table	Normal
2	XI IPA$_2$	0.67	7.815	X^2count<X^2table	Normal

b. Homogeneity Test

Homogeneity test was used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it is can be called homogeneous. To test it, researcher used formula as follow: [7]

$$F= \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

n_1= Total of the data that bigger variant

n_2= Total of the data that smaller variant

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[7]*Ibid.* p. 250.

Table 3.5
Result of Homogeneity

No	Class	F_{count}	F_{table}	Result	Interpretation
1.	XI IPA$_1$ & XI IPA$_2$	1.09	1.706	$F_{Count} < F_{table}$	Homogenous

Based on the result of the test all of three classes are homogeny and
normal. The researcher chose XI IPA$_1$ (26 students) as an experimental class
and XI IPA$_2$ (26 students) as a control class.

Table 3.6
Sample of Research

Experimental Class	Control Class
26 Students	26 Students

D. The Instrument of Data Collecting

The instrument that had been used in this research is speaking test. There are
some testing speaking, like: verbal essay, oral presentation, interview, interaction
tasks, conversation, discussion and so on. To make my research more effectively,
so the researcher choose oral presentation as my test instrument in this research,
because it is suitable with drama technique. Test is a method of measuring a
person's ability, knowledge, or performance in a given domain.

A test is a first method; it is an instrument a set of techniques, procedures, or
items that requires performance on the part of the test taker. Second, a test must
measure. Some tests measure general ability while others focus on very specific
competencies or objectives. Finally a test measures a given domain. In this case of
a proficiency test, even though the actual performance on the test involves only a

sampling of skills that domain is overall proficiency in a language-general competence in all skill of a language.[8]

To know students' speaking skill improved, there were some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and performance.

There are the indicators of speaking as stated in the table below:

Table 3.7
The Indicators of Speaking

1.	Accent	Point
	a. Pronunciation frequently unintelligible.	0
	b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.	2
	e. No conspicuous mispronunciations, but would not be taken for a native speaker.	3
	f. Native pronunciation, with no trace of "foreign accent".	4
2.	**Grammar**	
	a. Grammar almost entirely inaccurate phrases.	6
	b. Constant errors showing of very few major patterns and frequently preventing communication.	12
	c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	18
	d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	24
	e. Few errors, with no pattern of failure.	30
	f. No more than two errors during the interview.	36

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[8] H. Doughlas Brown, *Op. Cit.*, p. 3.

3.		**Vocabulary**	
	a.	Vocabulary inadequate for even the simplest conversation.	4
	b.	Vocabulary limited to basic personal and survival areas (time, food, transportation, family).	8
	c.	Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	12
	d.	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.	16
	e.	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	20
	f.	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	24
4.		**Fluency**	
	a.	Speech is no halting and fragmentary that conversation is virtually impossible.	2
	b.	Speech is very slow and uneven except for short or routine sentences.	4
	c.	Speech is frequently hesitant and jerky: sentence may be left uncompleted.	6
	d.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	8
	e.	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	10
	f.	Speech on all professional and general topics as effortless and smooth as a native speaker.	12

5.		Comprehension	
	a.	Understands too little for the simplest types of conversation.	4 8
	b.	Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.	12
	c.	Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.	15
	d.	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.	19
	e.	Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	23
	f.	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.	
		Total	100

Table 3.8
The weighting table Indicators of Speaking

The Indicators	Weighting table						Score
	1	**2**	**3**	**4**	**5**	**6**	
Accent	0	1	2	2	3	4	……..
Grammar	6	12	18	24	30	36	……..
Vocabulary	4	8	12	16	20	24	……..
Fluency	2	4	6	8	10	12	……..
Comprehension	4	8	12	15	19	23	……..
						Total[9]	……..

Table 3.9
Score of the Result Test

Range of Real Score	Frequency
81-100	Excellent
61-80	Good
41-60	Average
21-40	Poor[10]

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[9]Arthur Hughes.*Loc. Cit.*

[10]Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung:Alfabeta, cet. 1, 2005), p. 39.

E. Validity of Instrument

In this research, the writer used content validity to establish the validity of the instrument. The writer took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topic and the cognitive processes includes in the content universe under consideration. In this case researcher used speaking test as the starting point of making the test.

In starting the research, the writer has validated the speaking test. The speaking test means to analyze the items of the test comprehensively, and the basic question is: 'Do the items of the test measure what is supposed to measure?'. In this case, because the test functions is to measure the students 'speaking skill, so the test should be test speaking itself. This process of analysis has showed the content validity of the test, in other words, the writer concluded that the speaking test has been valid. So that, the instrument used by researcher was valid.

F. The Procedures of Research

In completing the data, the researcher continued to the next step. The next step was collecting the data. The function of data collecting is to determine the result of the research, in collecting, the researcher used some steps. They were pre-test, treatment and post-test.

1. Pre-test

The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of drama and conventional teaching before the writer gave treatment. In this case, the writer hoped that the whole students' speaking skill was same, or if there was a difference between those groups, the difference was hopefully not significant. In this case the researcher had some produces, there are:

2. Treatment

The experimental group and the control group were given same material, which was consisted of communication aspects that will be taught by the teacher in different ways. The experimental group was given treatment, it was taught by using drama technique and the control group was taught by the conventional technique (explanation technique).

3. Post-test

After giving treatment, both of the classes again are given the final test in order to measure their speaking achievement. This test is used for investigating the difference of speaking achievement between the group drama technique class and conventional class. Index which is resulted after t-test will determine the admission or the rejection of the hypotheses.

G. Technique of Data Analyzing

In experimental design, the research pattern is being done toward experimental class and control class. After experimental process, two of classes ware tested with using technique of data analysis as follow:

1. Requirement test
   a. Normality test

   In Normality test, the data can be tested with Chi-quadrate:[11]

   $$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

   Where:

   x^2 = Chi-Quadrate
   f_o = Frequency is gotten from the sample/result of observation (questioner)
   f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

   To calculate the result of Chi- Quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$.

   b. Homogeneity test

   Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher used formula as follow: [12]

---

[11]Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 85.

$$F= \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $\boxed{F \leq F_{\frac{1}{2}a(n_1-1)(1=n_2-1)}}$ While, if $\boxed{F_{count} > F_{table}}$

hypothesis is accepted. It determined with significant level 5% (0,05) and dk

numerator is $(n_1 - 1)$ while dk denominator is $(n_2 - 1)$.

2. Hypotheses test

The data analysis of data was done to find out the achievement of the two

groups, that have been divided in to experimental and control class. To know the

difference between the two classes, the researcher used t-test as formula bellow:

As formula below:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where

T   : The value which the statistical significant

M1   : The average score of the experimental class

M2   : The average score of the control class

$X1^2$: Derivation of experimental class

$X2^2$: Derivation of control class

N1   : Number of experimental

N2   : Number of control class[13]

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[12]*Ibid.*, p. 250.

[13]Suharsimi Arikunto, *Op. Cit.*, p. 275.

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in earlier chapter, in order to evaluate the effect drama technique on students` speaking mastery, the writer has calculated the data using pre-test and post-test. Applying quantitative analysis, the writer uses the formulation of Analysis variant, continued by T-test. Next, the writer described the data as follow:

A. Description of Data Before Using Drama Technique

1. The Score of Pre-Test in Experimental Class

In pre-test in experimental class, the researcher calculated the result that got by the students in answering the question (test) at the experimental class. The scores post- test experimental class could be seen in the following table:

Table 4.1
The Score of Pre-Test in Experimental Class

No.	Number of students (n)	Pre-Test
1.	Asl	71
2.	Aas	71
3.	Ar	66
4.	Ash	62
5.	Aer	51
6.	Es	70
7.	Hr	62
8.	Hws	70
9.	Ips	58
10.	Las	74
11.	Mh	78
12.	Mph	66

13.	Ns	70
14.	Nk	54
15.	Nhs	78
16.	Nh	66
17.	Nss	62
18.	Ryr	58
19.	Rr	74
20.	Rbs	62
21.	Ss	66
22.	Sr	58
23.	Shs	70
24.	Sa	66
25.	Sss	70
26.	Zr	66
Total		1719
Mean		64.96
Mode		66
Median		61.83
The Lowest		51
The Highest		78

Based on the table above the total of score in experimental group was 1719, mean was 64.96, mode was 66, median was 61.83. The researcher got the highest score was 78, and the lowest score is 51. Next, the calculation of haw to get it, it could be seen in the appendix 6. Then, the computed of the frequency distribution of the students' score of group could be applied in the table frequency distribution as follows:

Table 4.2
The frequency distribution of students' score in Experimental Group

No	Interval	Median	Frequency	Percentages
1.	51-54	52.5	2	7.69%
2.	55-58	56.5	3	11.53%
3.	59-62	60.5	4	15.39%
4.	63-66	64.5	6	23.08%
5.	67-70	68.5	5	19.23%
6.	71-74	72.5	4	15.39%
7.	75-78	76.5	2	7.69%
	Total		26	100%

Based on the table above, it can be drawn at histogram as below:

Figure 1: The histogram of students' score of experimental class for pre test.

From the table frequency distribution above shown that the students score is there in class interval between 51-54 was 2 students (7.69%), class interval 55-58 was 3 students (11.53%), class interval 59-62 was 4 (15.39%), class interval 63-66 was 6 students (23.08%), class interval 67-70 was 5 students (19.23%), class interval 71-74 was 4 students (15.39%), the last class interval 75-78 was 2 students (7.69%).

2. The Score of Pre-Test in Control Class

Table 4.3
The Score of Pre-Test in Control Class

No.	Number of Students (n)	Pre-Test
1.	Asn	53
2.	Ar	59
3.	As	62
4.	Db	59
5.	Dk	67
6.	Es	62
7.	Esh	56
8.	Fyr	67
9.	Hs	62
10.	Ik	67
11.	Iu	62
12.	Jn	59
13.	Kss	67
14.	Khp	56
15.	Ks	71
16.	Mr	62
17.	Mp	59
18.	Ms	67
19.	Mi	59
20.	Ml	73
21.	Rf	62
22.	Sm	68
23.	Sw	62
24.	Ua	68
25.	Uk	68
26.	Yh	67
Total		1644
Mean		59.84
Mode		62
Median		58.85
The Lowest		53
The Highest		73

Based on the table above the total of score in control group was 1644, mean was 59.84, mode was 62, median was 58.85. The researcher got the highest score was 73, and the lowest score is 53. Next, the calculation of haw to get it, it could be seen in the appendix 7. Then, the computed of the frequency distribution of the students' score of group could be applied in the table frequency distribution as follows:

Table 4.4
The frequency distribution of students' score in Control Group

No	Interval	Median	Frequency	Percentages
1.	51-53	52	1	3.85%
2.	54-56	55	2	7.69%
3.	57-59	58	5	19.23%
4.	60-62	61	7	26.92%
5.	63-65	64	6	23.08%
6.	66-68	67	3	11.53%
7.	69-71	70	2	7.69%
	Total		26	100%

Based on the table above, it can be drawn at histogram as below:
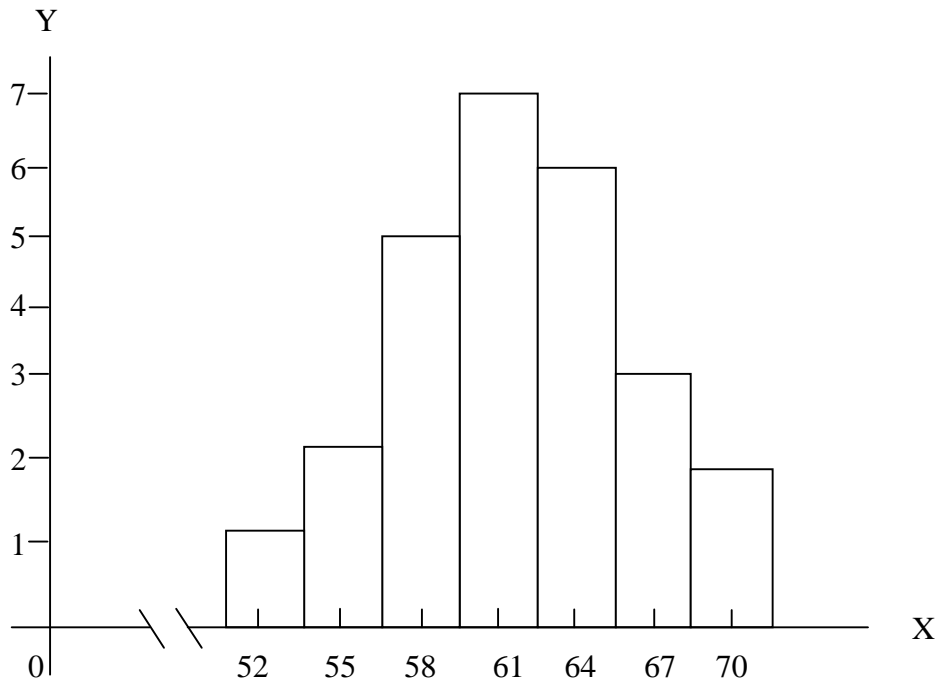
Figure 2: The histogram of students' score of control class for pre test.

From the table frequency distribution above shown that the students score is there in class interval between 51-53 was 1 student (3.85%), class interval 54-56 was 2 students (7.69%), class interval 57-59 was 5 (19.23%), class interval 60-62 was 7 students (26.92%), class interval 63-65 was 6 students (23.08%), class interval 66-68 was 3 students (11.53%), the last class interval 69-71 was 2 students (7.69%).

B. Description of Data After Using Drama Technique

    1. The Score of Post-Test in Experimental Class

Table 4.5
The Score of Post-Test in Experimental Class

No.	Number of Students (n)	Post-Test
1.	Asl	83
2.	Aas	80
3.	Ar	75
4.	Ash	70
5.	Aer	60
6.	Es	75
7.	Hr	71
8.	Hws	75
9.	Ips	67
10.	Las	83
11.	Mh	84
12.	Mph	75
13.	Ns	79
14.	Nk	63
15.	Nhs	87
16.	Nh	75
17.	Nss	71
18.	Ryr	67
19.	Rr	79
20.	Rbs	71
21.	Ss	79
22.	Sr	67
23.	Shs	79
24.	Sa	75
25.	Sss	79
26.	Zr	75
	Total	1944
	Mean	73.34
	Mode	75
	Median	71.21
	The Lowest	60
	The Highest	87

Based on the table above the total of score in experimental group was 1944, mean was 73.34, mode was 75, median was 71.21. The researcher got the highest score was 87, and the lowest score is 60. Next, the calculation of haw to get it, it could be seen in the appendix 11. Then, the computed of the frequency distribution of the students' score of group could be applied in the table frequency distribution as follows:

Table 4.6
The frequency distribution of students' score in Experimental Group

No	Interval	Median	Frequency	Percentages
1.	60-63	61.5	2	7.69%
2.	64-67	65.5	3	11.53%
3.	68-71	69.5	4	15.39%
4.	72-75	73.5	7	26.92%
5.	76-79	77.5	5	19.23%
6.	80-83	81,5	3	11.53%
7.	84-87	85.5	2	7.69%
	Total		26	100%

Based on the table above, it can be drawn at histogram as below:
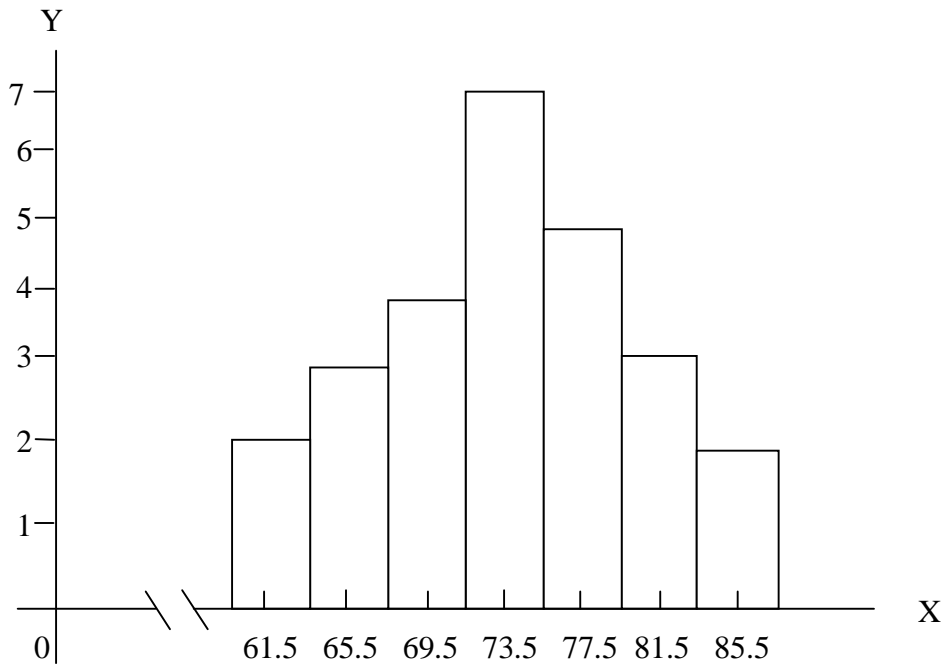
Figure 3: The histogram of students' score of experimental class for post test.

From the table frequency distribution above shown that the students score is there in class interval between 60-63 was 2 students (7.69%), class interval 64-67 was 3 students (11.53%), class interval 68-71 was 4 (15.39%), class interval 72-75 was 7 students (26.92%), class interval 76-79 was 5 students (19.23%), class interval 80-83 was 3 students (11.53%), the last class interval 84-87 was 2 students (7.69%).

2. The Score of Post-Test in Control Class

Table 4.7
The Score of Post-Test in Control Class

No.	Number of Students (n)	Post-Test
1.	Asn	60
2.	Ar	60
3.	As	69
4.	Db	66
5.	Dk	69
6.	Es	69
7.	Esh	63
8.	Fyr	72
9.	Hs	75
10.	Ik	75
11.	Iu	66
12.	Jn	66
13.	Kss	75
14.	Khp	63
15.	Ks	75
16.	Mr	69
17.	Mp	63
18.	Ms	69
19.	Mi	66
20.	Ml	80
21.	Rf	69
22.	Sm	72
23.	Sw	72
24.	Ua	72
25.	Uk	78
26.	Yh	72
	Total	1805
	Mean	69.65
	Mode	69
	Median	68
	The Lowest	60
	The Highest	80

Based on the table above the total of score in control group was 1805, mean was 69.65, mode was 69, median was 68. The researcher got the highest score was 80, and the lowest score is 60. Next, the calculation of haw to get it, it could be seen in the appendix 12. Then, the computed of the frequency distribution of the students' score of group could be applied in the table frequency distribution as follows:

Table 4.8
The frequency distribution of students' score in Control Class

No	Interval	Median	Frequency	Percentages
1.	60-62	61	2	7.69%
2.	63-65	64	3	11.53%
3.	66-68	67	4	15.39%
4.	69-71	70	6	23.08%
5.	72-74	73	5	19.23%
6.	75-77	76	4	15.39%
7.	78-80	79	2	7.69%
	Total		26	100%

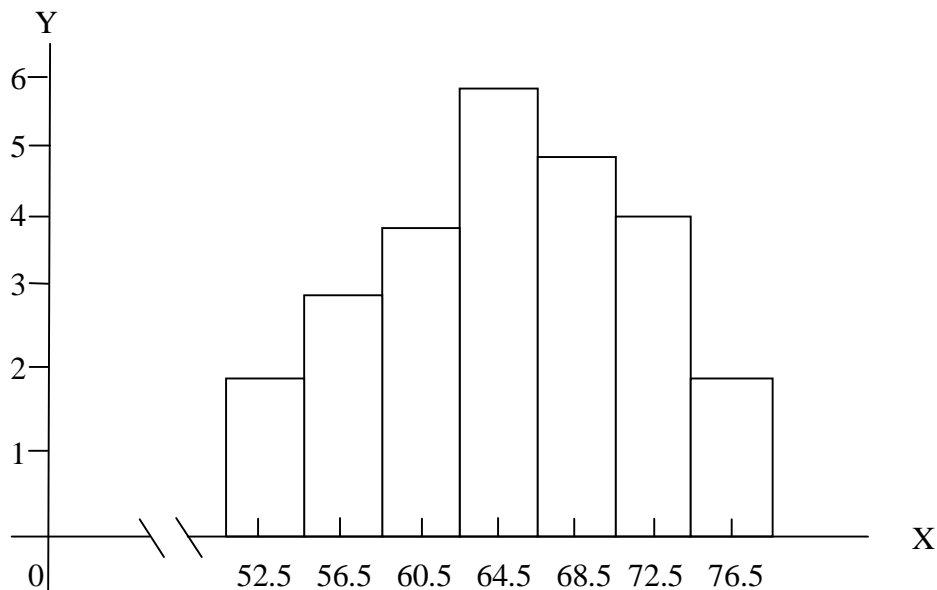Based on the table above, it can be drawn at histogram as below:
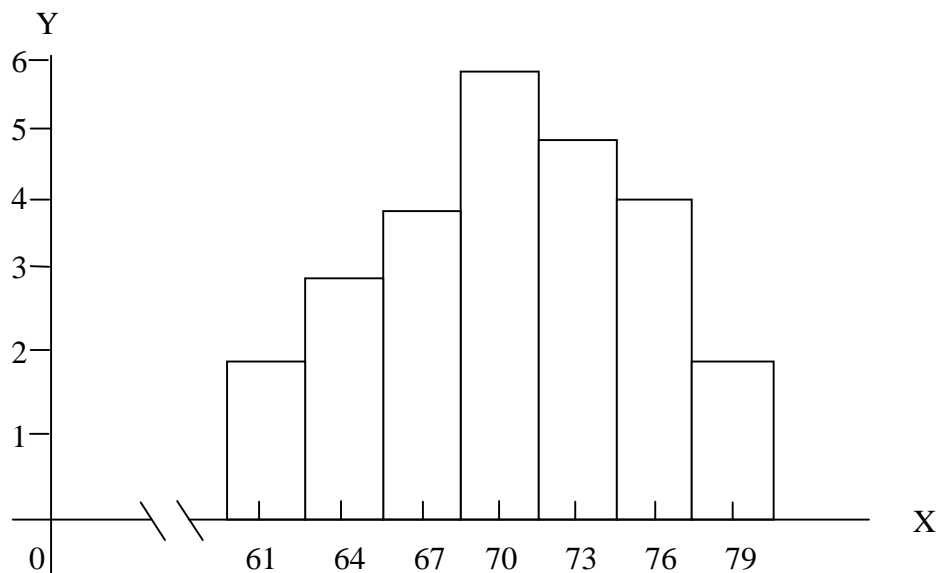
Figure 4: The histogram of students' score of control class for post test.

From the table frequency distribution above shown that the students score is there in class interval between 60-62 was 2 students (7.69%), class interval 63-65 was 3 students (11.53%), class interval 66-68 was 4 (15.39%), class interval 69-71 was 6 students (23.08%), class interval 72-74 was 5 students (19.23%), class interval 75-77 was 4 students (15.39%), the last class interval 78-80 was 2 students (7.69%).

Next, from calculation above the researcher concluded the students' speaking mastery after teaching by using drama technique was increase quickly. It can be seen from the mean score of experimental class was bigger than control class (73.65> 70.34).

C. Technique of Data Analysis

1. Normality and Homogeneity Post Test

a) Normality of experimental class and control class in Post-test

Table 4.9
Normality and homogeneity in post-test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	5.76	7.815		
Control Class	-0.6	7.815	1.162<1.706	

Based on the table above researcher calculation, the score of experimental class Lo=5.76 < Lt=7.815 with n =26 and control class Lo=-0.6< Lt= 7.815 with n=26, real level α was 0.05, Cause $_{Lo}$< Lt in the both class. So, H_a was accepted, it means that experiment class and

control class were distributed normal. The calculation could be seen on the appendix 11 and 12.

b) Homogeneity of Experimental Class and Control Class in Post-Test

Then, the coefficient of F $_{count}$ = 1.162 was compared with F table. Where F table was determined at real α =0.05, and the same numerator dk =N-1= 26-1=25 and denominator dk N-1= 26–1=25 So, by using the list of critical value at F distribution was got F $_{0.05}$= 5.991. It showed that F$_{count}$ (1.162) < F $_{table}$ (5.991). So, it could be concluded that the variant from the data of the Students' Speaking Mastery at grade XI SMA Negeri 1 Angkola Barat by experimental and control class in post test was homogeny. Researcher calculation, it could be seen on the appendix 13.

2. Hypotheses Testing

The data would be analyzed to prove hypothesis by using formula of t-test. Hypothesis alternative (H$_a$) of research was "There is the effect of Drama Technique on Students' Speaking Mastery at grade XI SMA N 1 Angkola Barat. The result of the researcher calculation could be seen as in the following table:

Table 4.10
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.02	1.67	1.76	1.67

The test hypotheses have two criteria, the first, if $t_{count} < t_{table}$ is null hypotheses (H_0), it is rejected. The second, if $t_{count} > t_{table}$ is the alternative hypotheses (H_a), it is accepted. Based on the calculation researcher found that t_{count} was 1.76 and t_{table} was 1.67. t_{count} was bigger than t_{table} was 1.67. The hypothesis (H_a) is accepted and a null hypothesis (H_0) is rejected.

Next, to know the categorize how far the effect of Drama Technique on students' Speaking Mast, it would be interpretive from the table below:

Table 4.11
The Table coefficient Effect of interpretation

Coefficient interval	Effect level
0,00 - 0,20	Very low
0,20 – 0,40	Low
0,40 – 0,70	Enough
0,70 – 0,90	High
0,90 – 1,00	Very high

To know the effect of drama technique toward students' speaking mastery, t_{count} minimized t_{table} (1.76-1.67 = 0.09). Next, the result of it interpreted to above table. So that, the effect of drama technique on students' speaking mastery at grade XI SMA Negeri 1 Angkola Barat is categorized in very low.

D. Discussion

Based on the principle of drama technique in chapter II. Drama is a technique that used in teaching speaking. Drama technique is the activity or technique that used by actors in their training. Through drama, students can draw the natural ability to imitate, mimic and to express themselves through gesture or facial expression. With drama technique, students can feel enjoy and fun when speaking. So, from the calculation above, the research appropriated that the result of the research has related with the above theory, this fact can be seen from mean score between the experimental class and control class in post test. It is indicated that the mean score post test of experimental class was bigger than control class (73.34>69.65). Finally, the researcher concluded was effective to improve drama technique on students' speaking mastery.

E. Threats of the Research

The researcher as former in doing this research has many weakness. It was caused by many aspects. In this case the researcher stated many researchers' limited, they were:

1. The processing the data, may be had simple one, so that is why the result was not good as the expert done, and far from being the perfect, because of the limit of the writer.

2. The students needed more time for working pre-test and post-test. And they were shy to do instruction from the researcher.

3. The writer was lack of experience in processing data or lack of knowledge about it.

4. The limited of the instrument of research.

5. The data of the research was lack of validity, because the assessor in this research just one assessor, actually that should be three of assessors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the formulation of the problems and the hypotheses of research, researcher concluded the effect of drama technique toward students' speaking mastery showed the effect. It can be seen from the result of data analysis that has described in the previous chapter. In which the mean score of experimental class was bigger than control class (73.34 $\square$ 69.65). From the calculation of t_{count} is 1.76, while t_{table} score is 1.67, so there was positive of effect using drama technique toward students' speaking mastery at the grade XI SMA Negeri 1 Angkola Barat. So that from the calculation in previous chapter, researcher concluded the hypotheses was accepted because t_{count} $\square$ t_{table} (1.76$\square$1.67).

B. Suggestion

The researcher suggest as follows:

1. Generally, drama technique can be used as an alternative way of teaching speaking.

2. For the teacher, it is very wise to use drama technique in teaching speaking because this technique can stimulate students to have motivation especially in speaking.

3. For the students, it is hoped that by using drama technique the students more interested in studying speaking, because drama technique can motivate students to speak and feel fun and enjoy. And improve students' self-confident to express their idea, because they present the problem in a group, in the fact that most of students were shy to present their ideas individually (monologue).

4. For the researcher, drama technique as reference to further or other experimental research more paying attention in the efficiency of time.

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A LESSON PLAN

Education Level	**:**	**SMA Negeri 1 Angkola Barat**
Lesson	**:**	**English**
Grade/ Semester	**:**	**XI/1**
Time Allotment	**:**	**2 x 45 Minutes (2x Pertemuan)**
Skill	**:**	**Speaking**

A. Standard Competency :

1.1. To be communicatively in oral and written language by using appropriate expressions in transactional text and in long functional in giving opinion form accurately

(Bekomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai, dengan lancar dan akurat dalam wacana interaksional dan monolog pendek terutama wacana yang berbentuk memberikan pendapat).

B. Basic Competency   :

2.1 To be able to pronounciate some meaningdul expressions related to asking for and giving opinion. (Mengungkapkan berbagai makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk meminta sesuatu dan memberikan pendapat).

C. Indicators:

1. 1**. Religion**

- To explain the moral lesson of giving opinion

- To explain how to make good English sentences in arranging giving opinion

2. Social

- To involve students in discussing giving opinion

- To make students join the colaborative writing

3. Knowledge

- To make students understand the giving opinion

4. Adopting

- To makes student produce giving opinion

D. Learning Objectives   :

3.1. Students understand the moral lesson of giving opinion

3.2. Students are able to demonstrate the giving opinion

3.3. Students understand the giving opinion

3.5. Students are able to practice the dialogue in giving opinion form with her/his friend

E. Teaching-learning Technique:

4.1. Drama Technique

F. Teaching-learning Material:

Giving Opinion

No.	Expressing Opinion	Function
1.	I think (that)…..	This is the most common way of giving your opinion orally.
2.	I believe (that)…..	It is used in formal speech or writing, especially to express strong opinions towards something.
3.	In my opinion…..	It is used in informal speech and writing.
4.	It seems to me (that)…..	It is used to give an opinion based on things that have happened before.
5.	As far as I'm concerned…..	It is used to state your opinion without caring whether people agree with you or not.
6.	If you ask me…..(informal)	It is used to state your opinion about a particular problem or situation.
7.	I think that…..	This is the informal form of ' I believe that'.

G. Teaching-learning Activities:

5.1 **Opening**

- Greet the students
- Cheking students knowlwdge about giving opinion
- Aks students about giving opinion

5.2 **Core Teaching-learning Activities:**

a. Observating

- Teacher shows an example of giving opinion, asks students to read the dialogue and practice, and explains asking for and giving opinion
  b. Questioning
- Teacher checkes students understanding asking for and giving opinion.
  c. Reasoning

- Teacher introduces the giving opinion
- Teacher scribes asking for and giving opinion in front of the classroom and students orally join the teacher.
  d. Experimenting

- Students in read and practice the dialogue of giving opinion in front of the class with her/ his friend.
  e. Adopting

- Student presents his/herdialogue in front of the classrom
  5.3 Closing

- Teacher checks students understanding again about the subject

- Teacher closed the class.

I. Teaching–Learning Sources:

6.1English Zone Book by Eka Mulya Astuti
6.2 Internet

7.1 **Scoring Rubrik**

The Indicators	Weighting table						Score
	1	**2**	**3**	**4**	**5**	**6**	
Accent	0	1	2	2	3	4	……..
Grammar	6	12	18	24	30	36	……..
Vocabulary	4	8	12	16	20	24	……..
Fluency	2	4	6	8	10	12	……..
Comprehension	4	8	12	15	19	23	……..
						Total	……..

Appendix 2
RPP for Control Class

A LESSON PLAN

Education Level	**:**	**SMA Negeri 1 Angkola Barat**
Lesson	**:**	**English**
Grade/ Semester	**:**	**XI/1**
Time Allotment	**:**	**2 x 45 Minutes (2x Pertemuan)**
Skill	**:**	**Speaking**

B. Standard Competency :

1.2. To be communicatively in oral and written language by using appropriate expressions in transactional text and in long functional in giving opinion form accurately

(Bekomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai, dengan lancar dan akurat dalam wacana interaksional dan monolog pendek terutama wacana yang berbentuk memberikan pendapat).

B. Basic Competency :

2.1 To be able to pronounciate some meaningdul expressions related to asking for and giving opinion. (Mengungkapkan berbagai makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk meminta sesuatu dan memberikan pendapat).

C. Indicators:

5. 1**. Religion**
- To explain the moral lesson of giving opinion
- To explain how to make good English sentences in arranging giving opinion

6. **Social**
- To involve students in discussing giving opinion
- To make students join the colaborative writing

7. **Knowledge**
- To make students understand the giving opinion

8. **Adopting**
- To makes student produce giving opinion

D. Learning Objectives :

3.1. Students understand the moral lesson of giving opinion

3.2. Students are able to demonstrate the giving opinion

3.3. Students understand the giving opinion

3.5. Students are able to practice the dialogue in giving opinion form with her/his friend

E. Teaching-learning Technique:

4.1. Conventional Technique

F. Teaching-learning Material:

Giving Opinion

No.	Expressing Opinion	Function
1.	I think (that)…..	This is the most common way of giving your opinion orally.
2.	I believe (that)…..	It is used in formal speech or writing, especially to express strong opinions towards something.
3.	In my opinion…..	It is used in informal speech and writing.
4.	It seems to me (that)…..	It is used to give an opinion based on things that have happened before.
5.	As far as I'm concerned…..	It is used to state your opinion without caring whether people agree with you or not.
6.	If you ask me…..(informal)	It is used to state your opinion about a particular problem or situation.
7.	I think that…..	This is the informal form of ' I believe that'.

G. Teaching-learning Activities:

5.1 **Opening**

- Greet the students
- Cheking students knowlwdge about giving opinion
- Aks students about giving opinion

5.2 **Core Teaching-learning Activities:**

a. Observating

- Teacher shows an example of giving opinion, asks students to read the dialogue and practice, and explains asking for and giving opinion
  b. Questioning
- Teacher checkes students understanding asking for and giving opinion.
  c. Reasoning

- Teacher introduces the giving opinion
- Teacher scribes asking for and giving opinion in front of the classroom and students orally join the teacher.
  d. Experimenting

- Students in read and practice the dialogue of giving opinion in front of the class with her/ his friend.
  e. Adopting

- Student presents his/herdialogue in front of the classrom
  5.4 Closing

- Teacher checks students understanding again about the subject

- Teacher closed the class.

I. Teaching–Learning Sources:

6.1english Zone Book by Eka Mulya Astuti
6.2 Internet

7.1 **Scoring Rubrik**

The Indicators	Weighting table						Score
	1	**2**	**3**	**4**	**5**	**6**	
Accent	0	1	2	2	3	4	……..
Grammar	6	12	18	24	30	36	……..
Vocabulary	4	8	12	16	20	24	……..
Fluency	2	4	6	8	10	12	……..
Comprehension	4	8	12	15	19	23	……..
						Total	……..

Appendix 3

The Instrument of pre test

A. Pre test for Experimental Class

    1. The material of speaking   : Giving Opinion.

    2. The topic of material   : Giving opinion about the picture.

    3. The step of pre test   : The teacher give the task to students about giving opinion, the students answer and perform with their friend.

Look at the picture. Then answer the question and perform with your friend in front of the class!

Picture 1   Picture 2   Picture 3

1. **Student A:** What messages do the pictures 1 above conveys?

   Student B: …………………………………………how about you?

2. **B:** What do you think about the person in picture 1?

   A: …………………………………………how about you?

3. **A:** Are you the type of person in picture 1?

   B: …………………………………………how about you?

4. **B:** What do you think about the disadvantage of lavish the money?

   A: …………………………………………how about you?

5. **A:** What do you think about shopaholic?

   B: …………………………………….how about you?

6. **B:** What messages do the pictures 2 above convey?

   A: …………………………………….how about you?

7. **A:** What do you think about the person in picture 2?

   B: …………………………………….how about you?

8. **B:** Are you the type of person in the picture2?

   A: …………………………………….how about you?

9. **A:** What is your manner to save your money?

   B: …………………………………….how about you?

10. **B:** What do you think about the advantage of saving the money?

    A: …………………………………….how about you?

11. **A:** What do you think about the person in the picture 3?

    B: …………………………………….how about you?

12. **B:** Are you the type of person in the picture 3?

    A: …………………………………….how about you?

13. **A:** What messages do the pictures 3 above conveys?

    B: …………………………………….how about you?

14. **B:** Do you think that lazy is good or bad for us?

    A: …………………………………….how about you?

15. **A:** How about the disadvantages of lazy?

    B: …………………………………….how about you?

B. Pre Test for Control Class

1. The material of speaking : Giving Opinion.

2. The topic of material   : School, classroom and library.

3. The step of pre test   : The teacher give the task to students about giving opinion , the students answer and perform with their friend.

Look at the picture. Then answer the question and perform with your friend in front of the class!

P.1 School   P.2 Classroom   P.3 library

1. **Student A:** what do you think about your school?

   Student B: …………………………….how about you?

2. **B:** Do you think that your school is very good?

   A: ………………………………………how about you?

3. **A:** How about the situation in your school?

   B: ………………………………………how about you?

4. **A:** How about your teacher in your school?

   B: ………………………………………how about you?

5. **A:** Who is your favorite teacher in your school?

   B: ………………………………………how about you?

6. **A:** How about the people do in the picture 1?

   B: ……………………………………how about you?

7. **B:** What do you think about the classroom in your school?

   A: ………………………………………..how about you?

8. **A:** How about your friend in your classroom?

   B: ………………………………………..how about you?

9. **B:** What do you think about the situation in your classroom?

   A: ………………………………………..how about you?

10. **A:** What do you think about the picture 2?

    B: ………………………………………..how about you?

11. **B:** Where are you finding many books in your school?

    A: ………………………………………..how about you?

12. **A:** Do you always come to the library in your school?

    B: ………………………………………..how about you?

13. **B:** What do you think about the library in your school?

    A: ………………………………………..how about you?

14. **A:** What is the book often you borrow from the library?

    B: ………………………………………..how about you?

15. **B:** What do you think the situation in the library?

    A: ………………………………………..how about you?

The table of Instrument Pre Test

No.	Material (pre test experimental class)	Topic	Items	Total
1.	Giving Opinion	Picture 1(shopaholic)	1, 2, 3, 4, 5	5
		Picture 2 (saving the money)	6, 7, 8, 9, 10	5
		Picture 3 (lazy)	11, 12, 13, 14, 15	5
The scoring is according to the indicator of speaking		Maximal score = 100		15
2.	**Material (pre test control class)**			
	Giving opinion	School	1, 2, 3, 4, 5	5
		Class room	6, 7, 8, 9	4
		Library	10, 11, 12, 13, 14, 15	6
The scoring is according to the indicator of speaking		Maximal Score = 100		15

Table scoring the test

The Indicators	Weighting table						Score
	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	……..
Grammar	6	12	18	24	30	36	……..
Vocabulary	4	8	12	16	20	24	……..
Fluency	2	4	6	8	10	12	……..
Comprehension	4	8	12	15	19	23	……..
						Total	……..

Appendix 4

The Instrument of Post Test

A. **Post test for Experimental Class**

1. The material of speaking : Giving Opinion.

2. The topic of material : Giving opinion about the picture.

3. The step of pre test : The teacher give the task to students about giving opinion, the students answer and perform with their friend.

Look at the picture. Then answer the question and perform with your friend in front of the class!

Picture 1   picture 2   picture 3   picture 4

1. **Student A:** What do you think about the picture 1?

   Student B: ………………………………………………..how about you?

2. **B:** What do you think about the pollution?

   A: …………………………………………..how about you?

3. **A:** How about the pollution in our country?

   B: …………………………………………..how about you?

4. **B:** How to keep our country from the pollution?

   A: …………………………………………..how about you?

5. **A:** What do you think about the picture 2?

   B: …………………………………………………..how about you?

6. **B:** What kinds of animal in that picture?

   A: …………………………………………………..how about you?

7. **A:** What is your favorite animal?

   B: …………………………………………………..how about you?

8. **B:** What do you think about the picture 3?

   A: …………………………………………………..how about you?

9. **A:** What do you think about the advantages of watching television?

   B: …………………………………………………..how about you?

10. **B:** What do you think about the disadvantages of watching television?

    A: …………………………………………………..how about you?

11. **A:** Do you think that watching television good or bad for us?

    B: …………………………………………………..how about you?

12. **B:** What do you think about the picture 4?

    A: …………………………………………………..how about you?

13. **A:** Do you think that beautiful picture?

    B: …………………………………………………..how about you?

14. **B:** Do you always go to the beach?

    A: …………………………………………………..how about you?

15. **A:** What for do you go to the beach?

    B: …………………………………………………..how about you?

B. Post test for Control Class

1. The material of speaking : Giving Opinion.

2. The topic of material : Giving opinion about the picture.

3. The step of pre test : The teacher give the task to students about giving opinion, the students answer and perform with their friend.

Look at the picture. Then answer the question and perform with your friend in front of the class!

Picture 1.   Picture 2.   Picture 3.

1. **Student A:** What do you think about the picture 1?

   Student B: ……………………………………………….how about you?

2. **B:** Do you always searching the task from the internet?

   A: …………………………………………………..how about you?

3. **A:** What do you think about the advantages of internet?

   B: …………………………………………………..how about you?

4. **B:** What do you think about the disadvantages of internet?

   A: …………………………………………………..how about you?

5. **A:** What do you think about the picture 2?

   B: …………………………………………………..how about you?

6. **B:** What is your favorite fruit?

   A: …………………………………………………..how about you?

7. **A:** Do you think that fruit is good for us?

   B: …………………………………………………..how about you?

8. **B:** How about the benefit of fruit?

   A: …………………………………………………..how about you?

9. **A:** What do you think about the picture 3?

   B: …………………………………………………..how about you?

10. **B:** Do you like music?

   A: …………………………………………………..how about you?

11. **A:** What kind of music do you like?

   B: …………………………………………………..how about you?

12. **B:** When do you listen the music?

   A: …………………………………………………..how about you?

13. **A:** What is your favorite singer ?

   B: …………………………………………………..how about you?

14. **B:** Do you think the music is good for us?

   A: …………………………………………………..how about you?

15. **A:** How about the benefit of music for you?

   B: …………………………………………………..how about you?

The table of Instrument Post Test

No.	Material (post test experimental class)	Topic	Items	Total
1.	Giving Opinion	Picture 1(pollution)	1, 2, 3,	3
		Picture 2 (animal)	4, 5, 6, 7,	4
		Picture 3 (television)	8, 9, 10, 11	4
		Picture 4 (Beach)	12, 13, 14, 15	4
	The scoring is according to the indicator of speaking	Maximal score = 100		15
2.	**Material (post test control class)**			
	Giving opinion	Picture 1(internet)	1, 2, 3, 4,	4
		Picture 2 (fruit)	5, 6, 7, 8,	4
		Picture 3 (music)	9, 10, 11, 12, 13, 14, 15	6
	The scoring is according to the indicator of speaking	Maximal Score = 100		15

Table scoring the test

The Indicators	Weighting table						Score
	1	**2**	**3**	**4**	**5**	**6**	
Accent	0	1	2	2	3	4	……..
Grammar	6	12	18	24	30	36	……..
Vocabulary	4	8	12	16	20	24	……..
Fluency	2	4	6	8	10	12	……..
Comprehension	4	8	12	15	19	23	……..
						Total	……..

Appendix 5

THE SCORE OF PRE TEST

This is the score of students' speaking mastery in pre test:

1. **XI IPA 1**

No.	Students Initial Name	Xi	Xi^2
1.	Asl	71	5041
2.	Aas	71	5041
3.	Ar	66	4356
4.	Ash	62	3844
5.	Aer	51	2601
6.	Es	70	4900
7.	Hr	62	3844
8.	Hws	70	4900
9.	Ips	58	3364
10.	Las	74	5476
11.	Mh	78	6084
12.	Mph	66	4356
13.	Ns	70	4900
14.	Nk	54	2916
15.	Nhs	78	6084
16.	Nh	66	4356
17.	Nss	62	3844
18.	Ryr	58	3364
19.	Rr	74	5476
20.	Rbs	62	3844
21.	Ss	66	4356
22.	Sr	58	3364
23.	Shs	70	4900
24.	Sa	66	4356
25.	Sss	70	4900
26.	Z r	66	4356
Total		**1719**	**114823**

2. **XI IPA 2**

No.	Students Initial Name	Xi	Xi^2
1.	Asn	53	2809
2.	Ar	59	3481
3.	As	62	3844
4.	Db	59	3481
5.	Dk	67	4489
6.	Es	62	3844
7.	Esh	56	3136
8.	Fyr	67	4489
9.	Hs	62	3844
10.	Ik	67	4489
11.	Iu	62	3844
12.	Jn	59	3481
13.	Kss	67	4489
14.	Khp	56	3136
15.	Ks	71	5041
16.	Mr	62	3844
17.	Mp	59	3481
18.	Ms	67	4489
19.	Mi	59	3481
20.	Ml	73	5329
21.	Rf	62	3844
22.	Sm	68	4624
23.	Sw	62	3844
24.	Ua	68	4624
25.	Uk	68	4624
26.	Yh	67	4489
Total		**1644**	**104930**

Appendix 6
RESULT OF THE NORMALITY TEST OF XI IPA 1
IN PRE-TEST

1. The Score of Pre-Test from Low to High Score

51	62	66	70	71	78
54	62	66	70	71	
58	62	66	70	74	
58	62	66	70	74	
58	66	66	70	78	

2. High Score = 78

3. Low Score = 51

4. Range = high score-low score

   = 78-51 = 27

5. The total of classes (BK) = 1+ 3.3 log n

   = 1 + 3.3 log 26
   = 1+ 3.3 (1.414)
   = 1+ 4.669
   = 5. 669 = 6

6. Interval (i)

   i = $\dfrac{\text{Range}}{\text{BK}}$ = $\dfrac{27}{6}$ = 4.5 = 4

7. Mean and Deviation Standard

Interval Class	f	X	x′	fx′	x′²	fx′²
51-54	2	52.5	3	6	9	18
55-58	3	56.5	2	6	4	12
59-62	4	60.5	1	4	1	4
63-66	6	64.5	0	0	0	0
67-70	5	68.5	-1	-5	1	5
71-74	4	72.5	-2	-8	4	16
75-78	2	76.5	-3	-6	9	18
i=4	26			-3		73

$$Mx = M^{1} + i\frac{\Sigma fx^{1}}{N}$$

$$= 64.5 + 4(\frac{-3}{26})$$

$$= 64.5 + 4(-0.115)$$

$$= 64.5 + 0.46$$

$$= 64.96$$

$$SD_{t} = i\sqrt{\frac{\Sigma fx'^{2}}{N} - \left[\frac{\Sigma fx'}{N}\right]^{2}}$$

$$= \sqrt[4]{\frac{73}{26}} - \left(\frac{-3}{26}\right)^{2}$$

$$= \sqrt[4]{2.80 - (-0.115)^{2}}$$

$$= \sqrt[4]{2.80 - 0.013}$$

$$= \sqrt[4]{2.787}$$

$$= 8\,(1.66)$$

$$= 6.67$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
75 – 78	78.5	1.84	0.4678				
				0.0929	2.41	2	-0.17
71 – 74	74.5	1.13	0.3749				
				0.2013	5.23	4	-0.23
67 – 70	70.5	0.43	0.1736				
				-0.22769	-5.91	5	-1.84
63 – 66	66.5	-0.26	0.40129				
				0.23023	5.98	6	0.003
59 – 62	62.5	-0.97	0.17106				
				0.12159	3.16	4	0.26
55 – 58	58.5	-1.67	0.04947				
				0.04008	1.04	3	1.88
51 - 54	54.5	-2.38	0.00939				
				0.00825	0.20	2	0.89
	50.5	-3.08	0.00114				
						X^2	0.793

Based on table above, reseracher found that $x^2_{count} = 0.793$ while $x^2_{table} = 7.815$ cause $x^2_{cause} < x^2_{table}$ (0.793 < 7.815) with degree of freedom dk $= 6 - 3 = 3$ and significat level $\alpha = 5\%$. So distribution of XI IPA 1 (Pre-test) is normal.

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$Me = 64.5 + \frac{\left(\frac{1}{2}26 - 17 \right)}{6} 4$$

$$Me = 64.5 + \frac{13 - 17}{6} 4$$

$$Me = 64.5 + \frac{-4}{6} 4$$

$$Me = 64.5 + \frac{-16}{6} = 64.5 + (-2.66) = 61.83$$

9. Mode $= 66$

Appendix 7
RESULT OF THE NORMALITY TEST OF XI IPA 2
IN PRE-TEST

1. The Score of Pre-Test from Low to High Score

53	59	62	67	67	73
56	59	62	67	68	
56	59	62	67	68	
59	62	62	67	68	
59	62	62	67	71	

2. High score = 73

3. Low score = 53

4. Range = 73 – 53 =20

5. The total of classes (BK) = 1+ 3.3 log n

$$= 1 + 3.3 \log 26$$
$$= 1 + 3.3 \ (1.414)$$
$$= 1 + 4.669$$
$$= 5.\ 669 = 6$$

6. Interval (i)

i=   Range   = $\frac{20}{6}$ = 3.33=3
   BK   6

7. Mean and Deviation Standard

Interval Class	f	X	x'	fx'	x'^2	fx'^2
51-53	1	52	3	3	9	9
54-56	2	55	2	4	4	8
57-59	5	58	1	1	1	5
60-62	7	61	0	0	0	0
63-65	6	64	-1	-6	1	6
66-68	3	67	-2	-6	4	12
69-71	2	70	-3	-6	9	18
i=3	26			-10		58

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 61 + 3(\frac{-10}{26})$$
$$= 61 + 3(-0.384)$$
$$= 61 + -1.152$$
$$= 59.84$$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= \sqrt[3]{\frac{58}{26} - \left(\frac{-10}{26}\right)^2}$$
$$= \sqrt[3]{2.23 - (-0.384)^2}$$
$$= \sqrt[3]{2.23 - 0.147}$$
$$= \sqrt[3]{2.083}$$
$$= 8 (1.44)$$
$$= 4.32$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
69 – 71	71.5	1.77	0.4599				
				0.1068	2.77	2	-0.27
66 – 68	68.5	1.09	0.3531				
				0.1795	4.66	3	-0.35
63 – 65	65.5	0.42	0.1736				
				-0.22769	-5.91	6	2.01
60 – 62	62.5	-0.25	0.40129				
				0.23023	5.98	7	0.17
57 – 59	59.5	-0.92	0.17106				
				0.12159	3.16	5	0.58
54 – 56	56.5	-1.6	0.04947				
				0.3725	9.68	2	-0.79
51 - 53	53.5	-2.27	0.01222				
				0.12061	3.13	1	-0.68
	50.5	-2.94	0.000159				
						X^2	0.67

Based on table above, reseracher found that $x^2_{count} = 0.67$ while $x^2_{table} = 7.815$ cause $x^2_{cause} < x^2_{table}$ (0.67 <7.815) with degree of freedom dk = 6 − 3 = 3 and significat level α = 5%. So distribution of XI IPA 2 (Pre-test) is normal.

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$Me = 61 + \frac{\left(\frac{1}{2}26 - 18 \right)}{7} 3$$

$$Me = 61 + \frac{13 - 18}{7} 3$$

$$Me = 61 + \frac{-5}{7} 3$$

$$Me = 61 + \frac{-15}{7} = 61 + (-2.14) = 58.85$$

9. Mode = 62

Appendix 8

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using Drama technique and variant of the second class as control class sample by using conventional technique are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$$H_0 \quad : \delta_1^2 = \delta_2^2$$

$$H_1 \quad : \delta_1^2 \neq \delta_2^2$$

A. Variant of the XI IPA-1class is:

No.	Students Initial Name	Xi	Xi^2
1.	Asl	71	5041
2.	Aas	71	5041
3.	Ar	66	4356
4.	Ash	62	3844
5.	Aer	51	2601
6.	Es	70	4900
7.	Hr	62	3844
8.	Hws	70	4900
9.	Ips	58	3364
10.	Las	74	5476
11.	Mh	78	6084
12.	Mph	66	4356
13.	Ns	70	4900
14.	Nk	54	2916
15.	Nhs	78	6084

16.	Nh	66	4356
17.	Nss	62	3844
18.	Ryr	58	3364
19.	Rr	74	5476
20.	Rbs	62	3844
21.	Ss	66	4356
22.	Sr	58	3364
23.	Shs	70	4900
24.	Sa	66	4356
25.	Sss	70	4900
26.	Z r	66	4356
Total		**1719**	**114823**

n   = 26

$\sum xi$ = 1719

$\sum_{xi} 2$ = 114823

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$\frac{26(114823) - (1719)}{26(26-1)}$$

$$= \frac{2985398 - 1719}{26(25)}$$

$$= \frac{2983679}{650}$$

$$= 4590.27$$

B. Variant of the IX IPA-2 class is:

No.	Students Initial Name	Xi	Xi^2
1.	Asn	53	2809
2.	Ar	59	3481
3.	As	62	3844
4.	Db	59	3481
5.	Dk	67	4489
6.	Es	62	3844
7.	Esh	56	3136
8.	Fyr	67	4489
9.	Hs	62	3844
10.	Ik	67	4489
11.	Iu	62	3844
12.	Jn	59	3481
13.	Kss	67	4489
14.	Khp	56	3136
15.	Ks	71	5041
16.	Mr	62	3844
17.	Mp	59	3481
18.	Ms	67	4489
19.	Mi	59	3481
20.	Ml	73	5329
21.	Rf	62	3844
22.	Sm	68	4624
23.	Sw	62	3844
24.	Ua	68	4624
25.	Uk	68	4624
26.	Yh	67	4489
	Total	**1644**	**104930**

n = 26

$\sum xi$ = 1644

$\sum_{xi} 2$ = 104930

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{26(104930) - (1644)}{26(26-1)}$$

$$= \frac{2728180 - 1644}{27(25)}$$

$$= \frac{2726356}{650}$$

$$= 4149.67$$

The Formula was used to test hypothesis was:

1. XI IPA-1 and XI IPA-2 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{4590.27}{4194.67}$$

$$= 1.09$$

After doing the calculation, researcher found that F_{count} = 1.09 with α 5 % and dk = 26 from the distribution list F, researcher found that F_{table} = 1,706, cause F_{count}< F_{table} (1.09< 1,706). So, there is no difference the variant between the IX IPA-1 class and XI IPA-2 class. It means that the variant is homogenous.

Appendix 9

T$_{test}$OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(26-1)\,4590.27 + (26-2)4194.67}{26+26-2}}$$

$$= \sqrt{\frac{25\,(4590.27) + 24\,(4194.67)}{50}}$$

$$= \sqrt{\frac{114756.75 + 100672.08}{50}}$$

$$= \sqrt{\frac{215428.83}{50}}$$

$$= \sqrt{4308.57}$$

$$= 65.63$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{64.94 - 59.84}{64.94\sqrt{\frac{1}{26} + \frac{1}{26}}}$$

$$= \frac{5.1}{65.63\sqrt{0.038 + 0.038}}$$

$$= \frac{5.1}{65.63\,(0.07)}$$

$$= \frac{5.1}{4.98}$$

$$= 1.02$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t$_{count}$= 1.02 with opportunity (1-α) = 1 − 5% = 95%

and dk = n_1 + n_2 -2 =26 + 26 − 2 = 50 , reseracher found that t_{table} = 1.67, cause $t_{count}<$ t_{table}(1.02< 1.67). So, H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 10

THE SCORE OF POST TEST

This is the score of students' speaking mastery in pre test:

1. **The Score of Experimental Class**

No.	Students' Initial Name	Xi	Xi^2
1.	Asl	83	6889
2.	Aas	80	6400
3.	Ar	75	5625
4.	Ash	70	4900
5.	Aer	60	3600
6.	Es	75	5625
7.	Hr	71	5041
8.	Hws	75	5625
9.	Ips	67	4489
10.	Las	83	6889
11.	Mh	84	7056
12.	Mph	75	5625
13.	Ns	79	6241
14.	Nk	63	3969
15.	Nhs	87	7569
16.	Nh	75	5625
17.	Nss	71	5041
18.	Ryr	67	4489
19.	Rr	79	6241
20.	Rbs	71	5041
21.	Ss	79	6241
22.	Sr	67	4489
23.	Shs	79	6241
24.	Sa	75	5625
25.	Sss	79	6241
26.	Zr	75	5625
	Total	1944	146442

2. The Score of Control Class

No.	Students' Initial Name	X_i	X_i^2
1.	Asn	60	3600
2.	Ar	60	3600
3.	As	69	4761
4.	Db	66	4356
5.	Dk	69	4761
6.	Es	69	4761
7.	Esh	63	3969
8.	Fyr	72	5184
9.	Hs	75	5625
10.	Ik	75	5625
11.	Iu	66	4356
12.	Jn	66	4356
13.	Kss	75	5625
14.	Khp	63	3969
15.	Ks	75	5625
16.	Mr	69	4761
17.	Mp	63	3969
18.	Ms	69	4761
19.	Mi	66	4356
20.	Ml	80	6400
21.	Rf	69	4761
22.	Sm	72	5184
23.	Sw	72	5184
24.	Ua	72	5184
25.	Uk	78	6084
26.	Yh	72	5184
	Total	1805	126001

Appendix 11

RESULT OF THE NORMALITY TEST OF EXPERIMENTAL CLASS
IN POST TEST

1. The Score of Post-Test from Low to High Score

60	70	75	75	79	87
63	71	75	79	80	
67	71	75	79	83	
67	71	75	79	83	
67	75	75	79	84	

2. High Score = 87

3. Low Score = 60

4. Range   = high score-low score

         = 87-60 = 27

5. The total of classes (BK)   = 1+ 3.3 log n

         = 1 + 3.3 log 26
         = 1+ 3.3 (1.414)
         = 1+ 4.669
         = 5. 669 = 6

6. Interval (i)

    i = $\underline{\text{Range}}$ $= \underline{27} = 4.5 = 4$
            BK   6

7. Mean and Deviation Standard

Interval Class	f	X	x'	fx'	x'^2	fx'^2
60-63	2	61.5	3	6	9	18
64-67	3	65.5	2	6	4	12
68-71	4	69.5	1	4	1	4
72-75	7	73.5	0	0	0	0
76-79	5	77.5	-1	-5	1	5
80-83	3	81.5	-2	-6	4	12
84-87	2	85.5	-3	-6	9	18
$i=4$	26			-1		69

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 73.5 + 4(\frac{-1}{26})$$
$$= 73.5 + 4(-0.038)$$
$$= 73.5 + -0.153$$
$$= 73.34$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= \sqrt[4]{\frac{69}{26}} - \left(\frac{-1}{26}\right)^2$$
$$= \sqrt[4]{2.65 - (-0.038)^2}$$
$$= \sqrt[4]{2.65 - 0.001}$$
$$= \sqrt[4]{2.649}$$
$$= 8\,(1.627)$$
$$= 6.508$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
84 – 87	87.5	1.89	0.4678				
				0.929	2.41	2	-0.17
80 – 83	83.5	1.19	0.3749				
				0.2013	5.23	3	-0.42
76 – 79	79.5	0.48	0.1736				
				-0.22769	-5.91	5	-1.84
72 – 75	75.5	-0.21	0.40129				
				0.23023	5.98	7	0.17
68 – 71	71.5	-0.92	0.17106				
				0.12159	3.16	4	0.26
64 – 67	67.5	-1.62	0.04947				
				0.48531	12.61	3	-0.76
60 - 63	53.5	-2.33	0.00939				
				0.00825	0.21	2	8.52
	59.5	-3.03	0.00114				
						X^2	5.76

Based on table above, reseracher found that $x^2_{count} = 5.76$ while $x^2_{table} = 7.815$ cause $x^2_{cause} < x^2_{table}$ (5.76 <7.815) with degree of freedom dk = 6 − 3 = 3 and significat level α = 5%. So distribution of experimental class (Post-test) is normal.

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$Me = 73.5 + \frac{\left(\frac{1}{2}26 - 17 \right)}{7} 4$$

$$Me = 73.5 + \frac{13 - 17}{7} 4$$

$$Me = 73.5 + \frac{-4}{7} 4$$

$$Me = 73.5 + \frac{-16}{7} = 73.5 + (-2.28) = 71.21$$

9. Mode = 75

Appendix 12

RESULT OF THE NORMALITY TEST OF CONTROL CLASS
IN POST TEST

1. The Score of Post-Test from Low to High Score

60	66	69	72	75	80
60	66	69	72	75	
63	66	69	72	75	
63	66	69	72	75	
63	69	69	72	78	

2. High score = 80

3. Low score = 60

4. Range = 80 –60 =20

5. The total of classes (BK) = 1+ 3.3 log n

$$= 1 + 3.3 \log 26$$
$$= 1 + 3.3 (1.414)$$
$$= 1 + 4.669$$
$$= 5. 669 = 6$$

6. Interval (i)

i= $\underline{\text{Range}}$ = $\underline{20}$ = 3.33= 3
      BK   6

7. Mean and Deviation Standard

Interval Class	f	X	x'	fx'	x'^2	fx'^2
60-62	2	61	3	6	9	18
63-65	3	64	2	6	4	12
66-68	4	67	1	4	1	4
69-71	6	70	0	0	0	0
72-74	5	73	-1	-5	1	5
75-77	4	76	-2	-8	4	16
78-80	2	79	-3	-6	9	18
i=3	26			-3		73

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 70 + 3(\frac{-3}{26})$$
$$= 70 + 3(-0.115)$$
$$= 70 + -0.34$$
$$= 69.65$$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= \sqrt[3]{\frac{73}{26}} - \left(\frac{-3}{26}\right)^2$$
$$= \sqrt[3]{2.80 - (-0.013)^2}$$
$$= \sqrt[3]{2.80 - 0.013}$$
$$= \sqrt[3]{2.78}$$
$$= 8 \ (1.66)$$
$$= 4.98$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
78 – 80	80.5	2.17	0.4842				
				0.0448	1.16	2	0.72
75 – 77	77.5	1.57	0.4394				
				0.1105	2.87	4	0.39
72 – 74	74.5	0.97	0.3289				
				0.1921	4.99	5	0.002
69 – 71	71.5	0.37	0.1368				
				-0.26449	-6.87	6	-1.87
66 – 68	68.5	-0.23	0.40129				
				0.20363	5.29	4	-0.24
63 – 65	65.5	-0.83	0.19766				
				0.12413	3.22	3	-0.06
60 - 62	62.5	-1.43	0.07353				
				0.05517	1.43	2	0.39
	59.5	-2.03	0.02018				
						X^2	-0.6

Based on table above, reseracher found that x^2_{count} = -0.6 while x^2_{table} = 7.815 cause x^2_{cause} < x^2_{table} (-0.6 <7.815) with degree of freedom dk = 6 − 3 = 3 and significat level α = 5%. So distribution of control class (Post-test) is normal.

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) i$$

$$Me = 70 + \frac{\left(\frac{1}{2}26 - 17\right)}{6} \cdot 3$$

$$Me = 70 + \frac{13 - 17}{6} \cdot 3$$

$$Me = 70 + \frac{-4}{6} \cdot 3$$

$$Me = 70 + \frac{-12}{6} = 70 + (-2) = 68$$

9. Mode = 69

Appendix 13

<h1 align="center">HOMOGENEITY TEST (POST-TEST)</h1>

1. EXPERIMENTAL CLASS

No.	Students' Initial Name	Xi	Xi^2
1.	Asl	83	6889
2.	Aas	80	6400
3.	Ar	75	5625
4.	Ash	70	4900
5.	Aer	60	3600
6.	Es	75	5625
7.	Hr	71	5041
8.	Hws	75	5625
9.	Ips	67	4489
10.	Las	83	6889
11.	Mh	84	7056
12.	Mph	75	5625
13.	Ns	79	6241
14.	Nk	63	3969
15.	Nhs	87	7569
16.	Nh	75	5625
17.	Nss	71	5041
18.	Ryr	67	4489
19.	Rr	79	6241
20.	Rbs	71	5041
21.	Ss	79	6241
22.	Sr	67	4489
23.	Shs	79	6241
24.	Sa	75	5625
25.	Sss	79	6241
26.	Zr	75	5625
	Total	1944	146442

n = 26

$\sum xi$ = 1944

$\sum_{xi} 2$ = 146442

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$\frac{26(146442) - (1944)}{26(26-1)}$$

$$= \frac{3807492 - 1944}{26(25)}$$

$$= \frac{3805548}{650}$$

$$= 5854.68$$

2. CONTROL CLASS

No.	Students Initial Name	Xi	Xi^2
1.	Asn	53	2809
2.	Ar	59	3481
3.	As	62	3844
4.	Db	59	3481
5.	Dk	67	4489
6.	Es	62	3844
7.	Esh	56	3136
8.	Fyr	67	4489
9.	Hs	62	3844
10.	Ik	67	4489
11.	Iu	62	3844
12.	Jn	59	3481
13.	Kss	67	4489
14.	Khp	56	3136
15.	Ks	71	5041
16.	Mr	62	3844
17.	Mp	59	3481
18.	Ms	67	4489
19.	Mi	59	3481

20.	Ml	73	5329
21.	Rf	62	3844
22.	Sm	68	4624
23.	Sw	62	3844
24.	Ua	68	4624
25.	Uk	68	4624
26.	Yh	67	4489
	Total	**1644**	**104930**

n = 26
$\sum xi$ = 1644
$\sum_{xi} 2$ = 104930

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{26(126001) - (1805)}{26(26-1)}$$

$$= \frac{3276026 - 1805}{27(25)}$$

$$= \frac{3274221}{650}$$

$$= 5037.26$$

The Formula was used to test hypothesis was:

2. XI IPA-1 and XI IPA-2 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{5854.68}{5037.26}$$

$$= 1.162$$

After doing the calculation, researcher found that $F_{count} = 1.162$ with α 5 % and dk = 26 from the distribution list F, researcher found that $F_{table} = 1,706$, cause $F_{count} < F_{table}$ (1.162< 1,706). So, there is no difference the variant between the IX IPA-1 class and XI IPA-2 class. It means that the variant is homogenous.

Appendix 14

T_{test} OF THE BOTH AVERAGES IN POST-TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(26-1)\ 5854.68 + (26-2)5037.26}{26+26-2}}$$

$$= \sqrt{\frac{25\ (5854.68) + 24\ (5037.26)}{50}}$$

$$= \sqrt{\frac{146367 + 120894.24}{50}}$$

$$= \sqrt{\frac{267261.24}{50}}$$

$$= \sqrt{5345.22}$$

$$= 73.11$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{73.34 - 69.65}{73.11\sqrt{\frac{1}{26} + \frac{1}{26}}}$$

$$= \frac{3.69}{73.11\sqrt{0.038 + 0.038}}$$

$$= \frac{3.69}{73.11\ \sqrt{(0.06)}}$$

$$= \frac{3.69}{2.09}$$

$$= 1.76$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count}= 1.76 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$

and dk = n_1 + n_2 -2 = 26 + 26 – 2 = 50 , reseracher found that t_{table} = 1.67, cause t_{count}<

t_{table}(1.76< 1.67). So, H_a is accepted, it means no difference the average between the

first class as experimental class and the second class as control class in this research.

Appendix 15

Chi-Square Table

dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	**7,815**	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 16

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-	0.0082	0.0079	0.0077	0.0075	0.0073	0.0071	0.0069	0.0067	0.0065	0.0063

2.4	0	8	6	5	4	4	5	6	7	9
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852

0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993

3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix 17

Percentage Points of the t Distribution

Tail Probabilities

		0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
	One Tail	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
	TwoTails								
	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
D	**2**	**1.886**	**2.920**	**4.303**	**6.965**	**9.925**	**22.330**	**31.6**	**2**
E	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
G	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
R	5	1.476	2.015	2.571	3.365	4.032	5.893	6.869	5
E	**6**	**1.440**	**1.943**	**2.447**	**3.143**	**3.707**	**5.208**	**5.959**	**6**
E	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
S	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	8
	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
O	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
F	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
	12	1.356	1.782	2.179	2.681	3.055	3.930	4.318	12
F	**13**	**1.350**	**1.771**	**2.160**	**2.650**	**3.012**	**3.852**	**4.221**	**13**
R	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
E	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
D	**17**	**1.333**	**1.740**	**2.110**	**2.567**	**2.898**	**3.646**	**3.965**	**17**
O	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	18
M	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	**1.325**	**1.725**	**2.086**	**2.528**	**2.845**	**3.552**	**3.850**	**20**
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.819	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	**1.318**	**1.711**	**2.064**	**2.492**	**2.797**	**3.467**	**3.745**	**24**
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	**1.309**	**1.694**	**2.037**	**2.449**	**2.738**	**3.365**	**3.622**	**32**
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	**1.303**	**1.684**	**2.021**	**2.423**	**2.704**	**3.307**	**3.551**	**40**
	42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42

44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
46	**1.300**	**1.679**	**2.013**	**2.410**	**2.687**	**3.277**	**3.515**	**46**
48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
60	**1.296**	**1.671**	**2.000**	**2.390**	**2.660**	**3.232**	**3.460**	**60**
65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two Tails	**0.20**	**0.10**	**0.05**	**0.02**	**0.01**	**0.002**	**0.001**	
One Tail	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**	**0.001**	**0.0005**	

Tail Probabilities

Appendix 18

The Documentation of The Research

CURRICULUM VITAE

A. Identity

   Name   : TERRI HALIMAH HARAHAP
   Nim   : 10 340 0114
   Place and Birthday   : Tasik Malaya, 01 January 1992
   Genre   : Female
   Religion   : Islam
   Address   : Pagaran Sitinjak, Kec. Angkola Barat, TAPSEL

B. Parent

   1. Father's name   : Hamdani harahap

   2. Mother's name   : Koriah

C. Educational background

   1. Graduated from Primary School number 01 Sitinjak.

   2. Graduated from MTs Musthafawiyah Purbabaru.

   3. Graduated from MAS Musthafawiyah Purbabaru.

   4. Be University student in IAIN Padangsidimpuan.