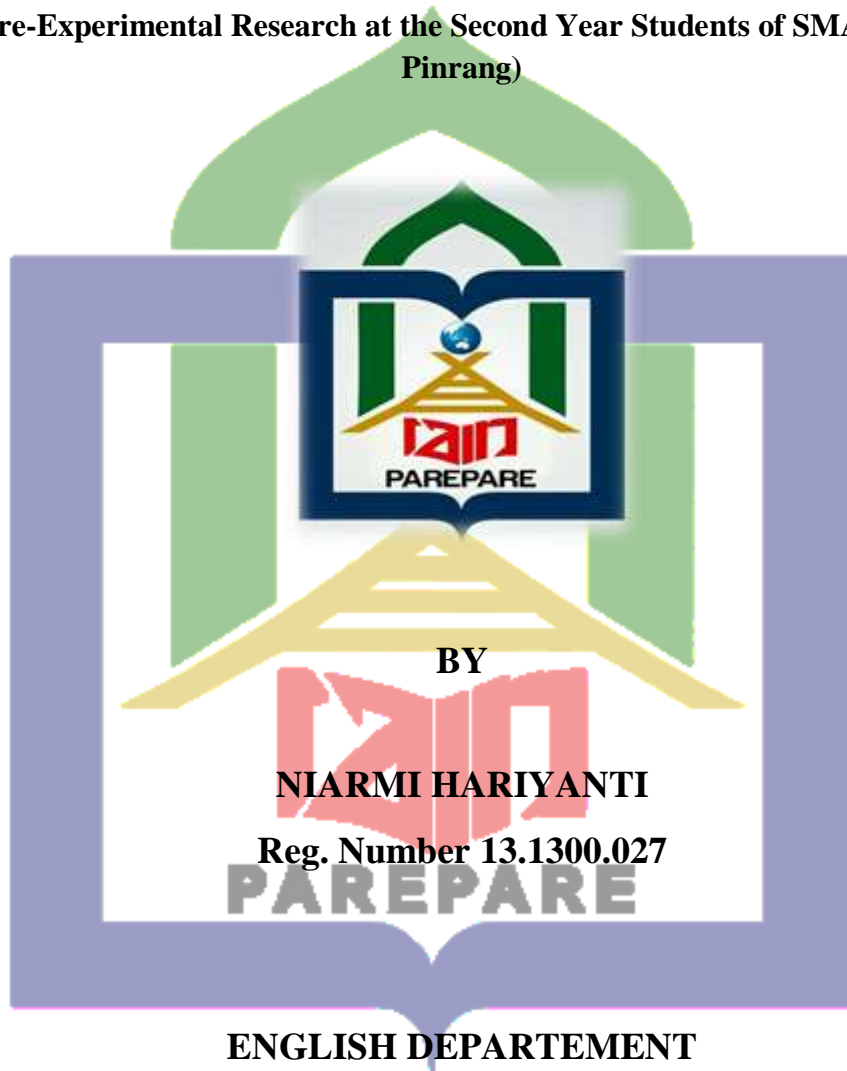


Skripsi

**IMPROVING STUDENTS' SPEAKING SKILL BY USING ENGLISH
DRAMA**

**(A Pre-Experimental Research at the Second Year Students of SMA Negeri 7
Pinrang)**



BY

NIARMI HARIYANTI

Reg. Number 13.1300.027

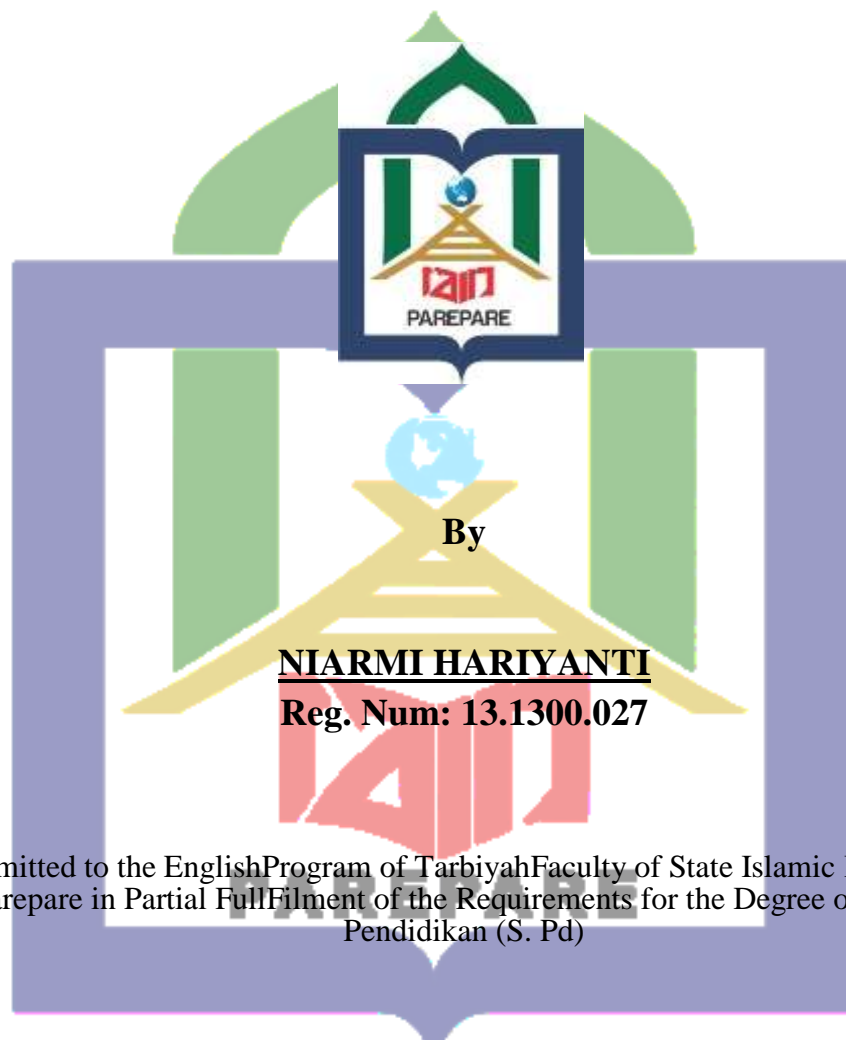
ENGLISH DEPARTEMENT

TARBIYAH AND ADAB FACULTY

STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

2019

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ENGLISH DRAMA**
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Negeri 7 Pinrang)**



Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Full Filment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)

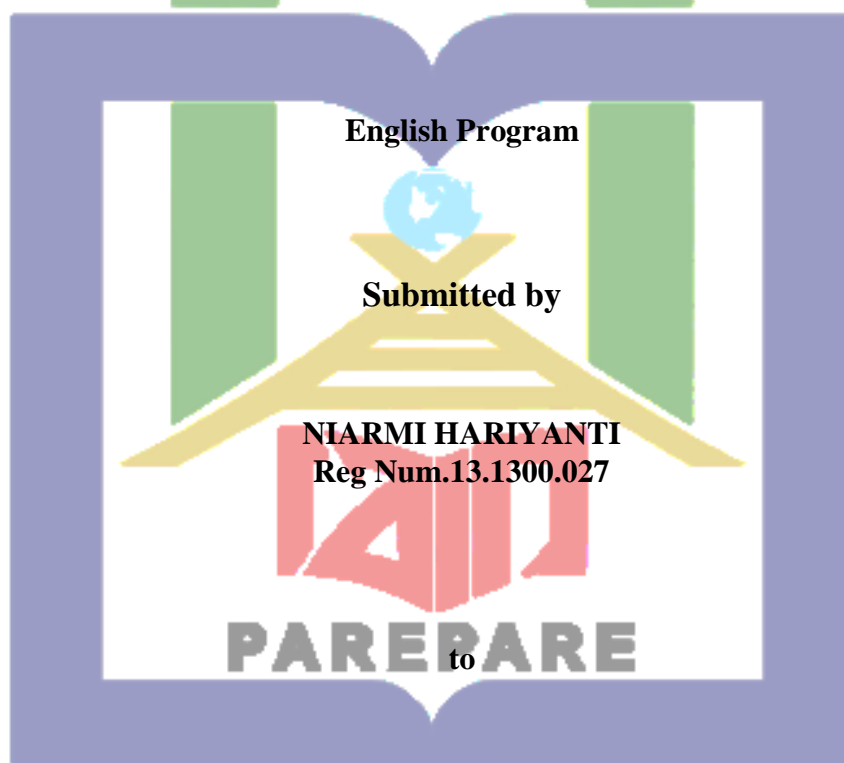
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TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student : Niarmi Hariyanti
Title of Skripsi : Improving Students' Speaking Skill By Using English Drama (A Pre-Experimental Research at the Second Year Students of SMA Negeri 7 Pinrang)
Student Reg. Number : 13.1300.027
Faculty : Tarbiyah
Study Program : English
By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah dan Adab
No. Sti.08/PP.00.9/0311/2016

Has been legalized by

Consultants

Consultant : Drs. Syarifuddin Tjali, M.Ag

NIP : 19531115 198503 1 002

Co-Consultant : Drs. Amzah, M.Pd.

NIP : 19671231 200312 1 011

Approved by

of Tarbiyah Faculty



Dr. H. Saipudin, S.Ag., M.Pd.
NIP. 19621216 199903 1 001

SKRIPSI

IMPROVING STUDENTS' SPEAKING SKILL BY USING ENGLISH DRAMA
(A Pre-Experimental Research at the Second Year Students of SMA Negeri 7 Pinrang)

Submitted by

NIARMI HARIYANTI
Reg Num.13.1300.027

Had been examined of January 25th, 2019 and had been declared that it had fulfilled the requirements

Approved by
Consultant Commissions

Consultant : Drs. Syarifuddin Tjali, M.Ag

NIP : 19531115 198503 1 002

Consultant : Drs. Amzah, M.Pd.


NIP : 19671231 200312 1 011

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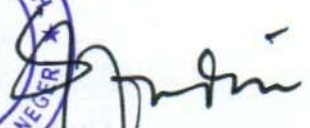
Rector of IAIN Parepare

Dean of Tarbiyah Faculty




Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002








Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of Student : Niarmi Hariyanti
The Title of Skripsi : Improving Students' Speaking Skill By Using English Drama (A Pre-Experimental Research at the Second Year Students of SMA Negeri 7 Pinrang)
Student Reg. Number : 13.1300.027
Faculty : Tarbiyah
Study Program : English
By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah dan Adab No. Sti.08/PP.00.9/0311/2016
Date of Graduation : January 25th, 2019

Approved by Examiner Commissions

Drs. Syarifuddin Tjali, M.Ag. (Chairman) ()
Drs. Amzah, M.Pd. (Secretary) ()
Dr. H. Saepudin, S.Ag., M.Pd. (Member) ()
Mujahidah, M.Pd. (Member) ()

Cognizant of:


Rector of IAIN Parepare
Dr. Ahmed Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

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Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah swt. always blesses us now and forever, Aamiin.

Parepare, 5 December 2018

The Researcher,



NIARMI HARIYANTI

Reg. Number: 13.1300.027

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

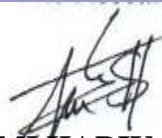
The researcher who signed the declaration below:

Nama : NiarmiHariyanti
Student's Reg. Number : 13.1300.027
Place, Date of Birth : Bulu, March 25th 1995
Study Program : English Departement
Faculty : Tarbiyah
Title of Skripsi: Improving Students Speaking Skill by Using English Drama (A Pre-Experimental Research at The Second Grade of SMA Negeri 7 Pinrang).

State that this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been got would be postponed.

Parepare, 5 December 2018

The Researcher,



NIARMI HARIYANTI

Reg. Number: 13.1300.027

ABSTRACT

Niarmi Hariyanti. *Improving Speaking Skill By Using English Drama (A Pre-Experimental Research at The Second Year Student of SMA Negeri 7 Pinrang).* (Supervised by Syarifuddin Tjali and Amzah).

This research was carried out at SMAN 7 Pinrang at the second year students. This research purposed to improve students' speaking skill.

This research used pre-experiment where the procedures of pre-experiment are pre-test and post-test. In the pre-test, the students were given test. It is oral test before gave treatment. The post-test, the students' were given test, like in pre-test, it is test to know the result of the treatment that had been given by the teacher. In treatment, the students got the material about English drama.

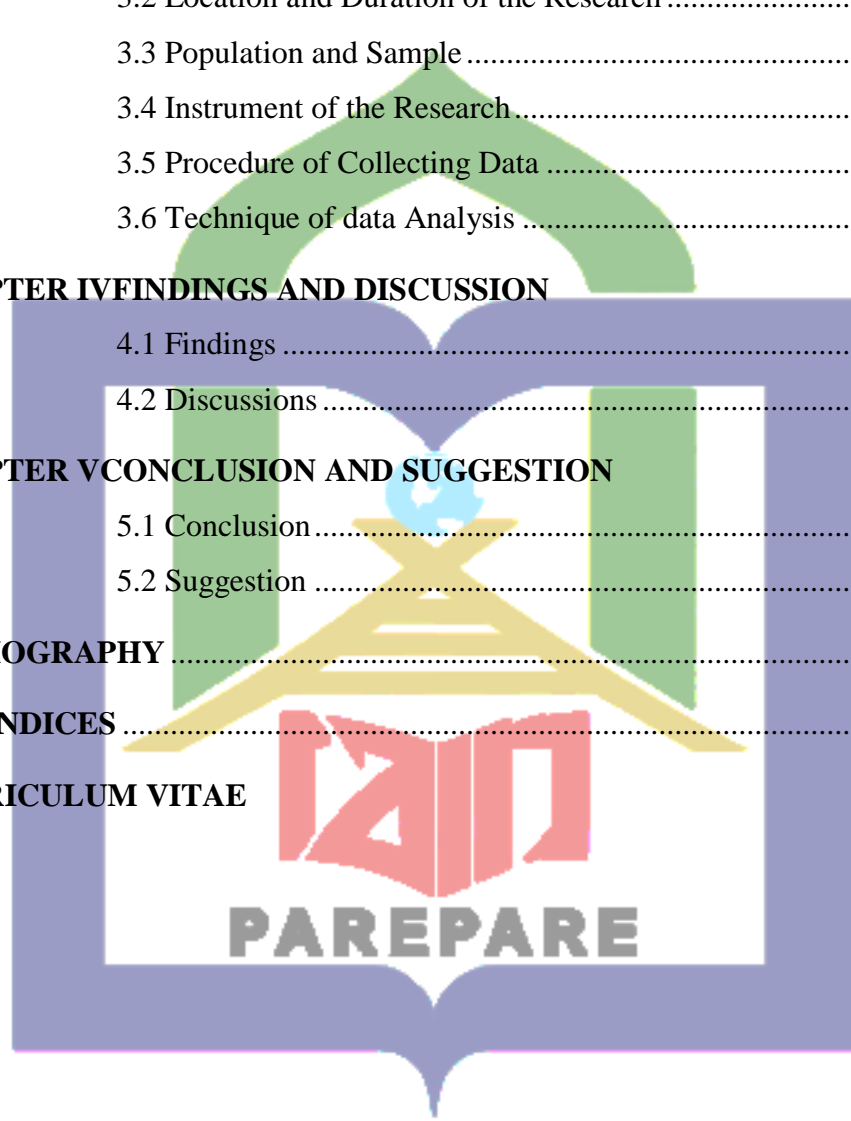
This subject of the research is XI.IPS.3 the second year students of SMAN 7 Pinrang which consists of 25 students. Improving students speaking skill by using English drama effect can be seen on the score of the post-test after giving treatment. After giving treatment, students' score (post-test) was better than students' score (pre-test) before giving treatment. Were the mean score students' pre-test was 7.82 which classified as poor classification. And the mean score students' post-test was 8.89 which is classified as very good classification. The degree freedom significance 5% was 1.711. it was higher than the result of the significance difference of the post-test that was $15.57 > 1.711$. It means that applying teaching speaking skill by using English drama help the student in improving students' speaking skill. Thus, it can be concluded that improving students' speaking skill is significantly better after getting treatment. So, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is proven that English drama in teaching speaking can improve students' speaking skill

Keywords: English Drama, Contextual Teaching, Speaking Skill.

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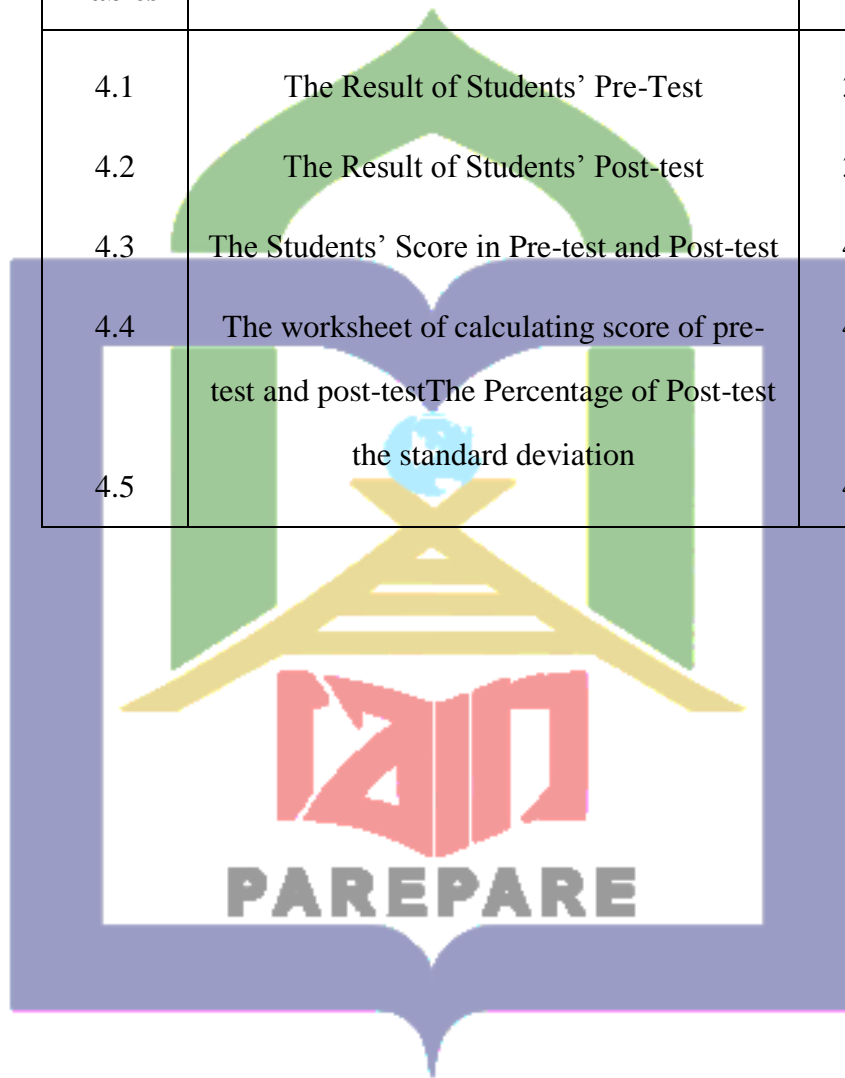
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CHAPTER I

INTRODUCTION

1.1 Background

English is an international language in the world. So, it is important for people to learn it. By learning English, the students are expected to absorb and keep up with the development of science, technology and art. In Indonesia, English is a one of foreign language. It is the most famous foreign language which is taught from kindergarten up to university school level. In communication, there is spoken and written language. In spoken language, the communication will be held orally. The most people, mastering the art of speaking is a single most important aspect of learning a second of foreign language, and the success is measured in terms of the ability to carry out a conversation in the language¹.

The teaching of English in senior high school is intended to develop the student's communicative competence which emphasized four skill covering listening, writing, reading, and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English well because people identify the

¹Fauziati, *Teaching of English as a Foreign Language* (Surakarta, Muhammadiyah University Press, 2002), p.121

English mastery with their English speaking and in other that they can communicate with others.

Language is not only taught and learned, but is used as a habit. Therefore learning speaking is difficult because it must be practice as a habit to master it. Speaking skill is emphasized to make student speak the components of speaking such as grammar, vocabulary, pronunciation, fluency, and comprehension. Those components should be produce well when speaking English to avoid different meaning from the speaker to the listener. The way of teaching speaking is intended to give basic competence about the language itself and to give opportunity for the students to express their idea in speaking class. But teaching speaking is not an easy job for several reasons. First, it related to the condition of students who lack of the vocabulary mastery. Second, they like to use their native language more than English language in teaching learning process. Third, they rarely practice to use English to communicative. Fourth, most of the students are not confident to speak English in speaking class, especially in front of the class. The other problem related to the student is they are not interested in the method given to them. To make students able to speak, teacher must be creative enough to manage the class so that the students are actively involved in the interaction.

There are many problems appear in the teaching learning process, as found by researcher when doing an observation at SMANegeri 7 Pinrang. The first, the students are shy and not confident in speaking English especially in front of the class.

The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, they rarely practice to use English to communicate. And the last, the students are not interested in English learning process. They become passive in English learning and they are not able to speak. Therefore, the English teaching process is not effective.

Based on the problem faced in SMANegeri 7 Pinrang above, the researcher found many causes which relate to students. It is because the teacher has difficulties to manage and to make the students interested in the material and the method. The limited capability in the component of speaking makes them shy and not confident to speak English. In addition, giving motivation is the limited because commonly the teacher just given full attention to the material and neglects the students attraction. In that situation, teaching learning process does not run well and make students bored. Beside that, it is a hard work for getting the students attention. Lack of control also occurs when they teach in the large class. Therefore, it is difficult to implement the individual control for each student. During the teaching hours, the teacher still uses traditional technique and only gives one skill in each meeting. The teacher usually gives less chance to students to expressing their idea and lets the students only memorize the vocabulary, asks the students to open the exercise book, read the task, and then does the exercise. Then the teacher asks the students to write the words without asking the students to use it in the communication. Hence some students do not know the function of this language exercise.

To solve the problem, many methods can be used. One of them is drama. Drama is a method for learning speaking. In teaching speaking there are some principles. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and starting from something simple. The second is asking students to talk about what they want to talk about. The third is asking student to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking.²

Based on the principle above drama has criteria as a method to teach speaking. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively nonthreatening setting and can create the motivation and involvement necessary for learning. Drama encourages the students to actively participate in teaching learning process because this method provides a way of creating a rich communicative environment where students actively become a part of some real world system and function according to predetermined roles as members of that group. Drama can increase self-confidence of hesitant students, because in drama activities, the students will have a different role and reasonability. So, it is appropriate to use drama in improving the student's speaking skill.

²Fink, *Learning How to Learn*, (L.De,2003) p.481

Based on the phenomena above, the researcher try to find the effective solution to increase the speaking mastery of second year student of SMANegeri 7 Pinrang by employing drama as a method of teaching speaking.

1.1. Problem Statements

Based on the background of study mentioned above, the researcher states the problem of study in this researcher as follow:

Is using drama able to improve students' speaking skill at the second year of SMA Negeri 7 Pinrang ?

1.2. The Objective of Study

Based on problem statement, the general objective of study is to improve students' speaking skill. The specific objectives of the study are:

To determine whether English drama able to improve students' speaking skill.

1.3. Significance of the Research

Significance of this research is expected to be useful contributions to:

1.4.1 Students

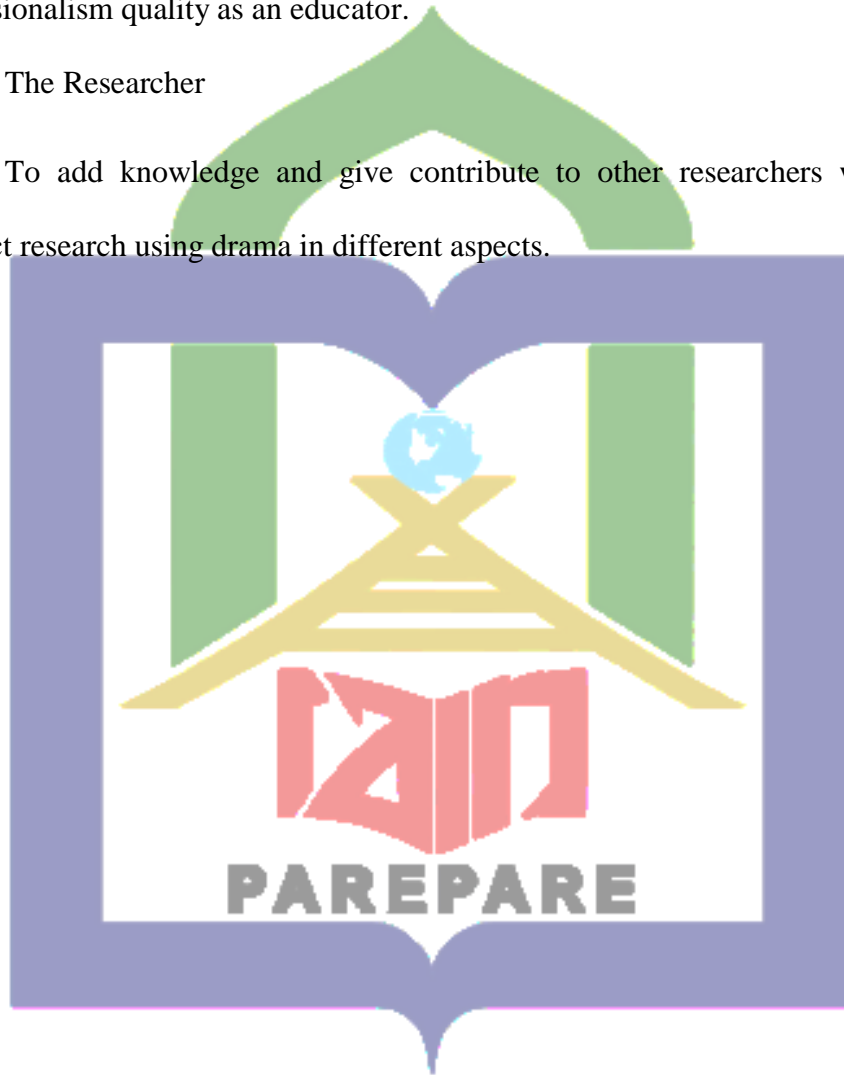
They know about each component of speaking when practicing drama, students more confident in front of the class, they are able to improve their speaking skill and they can explore their creativity and expression in speaking English.

1.4.2 English Teacher

English teacher able to make the lesson fun and easy to understand, they are able to improve the students' speaking skill, and the result can improve the teacher professionalism quality as an educator.

1.4.3 The Researcher

To add knowledge and give contribute to other researchers who wish to conduct research using drama in different aspects.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Speaking

To most people mastering the art of speaking the single most important of learning a foreign or second language and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is making use of words in an ordinary voice, uttering words, knowing, and being able to use language, expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, the researcher can infer that speaking is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistic knowledge in actual communication.

2.1.1.1 Definition of Speaking

Speaking consists of producing systematic verbal utterances to convey meaning. (Utterance is simply thing people say). Flores said, "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information"³. Speaking in language especially difficult for foreign

³Kathlen M. Bailey. Nunan, *Practical English Language Teaching : Speaking*. (New York, TheMcGraw Hill Companies, 2005). p.2

language learners, because effective oral communication requires the ability to use language appropriately in social interactions. Diversity in interaction involved not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation⁴

“Richards, specifically makes effort to describe speaking from the functions of speaking point of view. According to him, in humans’ daily lives, people use speaking to employ three major functions i.e. speaking as interaction, speaking as transaction, as well as speaking as performance.”⁵

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentation, public announcement as well as drama.

According to Nunan, interactional speech is more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purpose, since language learners will have to speak the target language in both transactional and interactional speaking⁶.

Brown and Yule said, in transactional situation, where information transference is the primary reason for the speaker choosing to speak, the language tends to be clearer, more specific, than in primarily interactional situation. So

⁴Richard and Renandya, *Methodology in Language Teaching : An Anthology of Current Practice*, (New York: Cambridge University Press, 2002) p.204

⁵Richard.J.C. *Teaching Listening and Speaking From Theory to Practice*. (New York USA:Cambridge University Press, 2008) p.25

⁶Nunan David, *Practical English Language Teaching*, (New York, The McGraw Hill Companies, 2003), p.56

they assume that normal speaker of language achieve an ability to express their need, to communicate information⁷.

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates generally; there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency.

2.1.1.1.1 Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2.1.1.1.2 Grammar

It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2.1.1.1.3 Vocabulary

One cannot communication effectively or express their ideas both oral and write form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

⁷Brown and Yule, *Teaching The Spoken Language*, (New York, Cambridge University Press 1999) p.14

2.1.1.1.4Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in language.

2.1.1.1.5Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and “ums” or “es”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

2.1.1.2 Teaching Speaking

Teaching speaking is the way for students to express their emotion, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Harmer Jeremy suggested on his book, there are some many classroom-speaking activities that are currently in use in communicative class⁸.

⁸Harmer Jeremy, *The Practice of English Language Teaching*, (New England, Longman) p. 271-273

2.1.1.2.1 Acting from Script

The teacher can ask the students to act out scenes from plays and or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2.1.1.2.2 Communication Games

Games which are design to provoke communication between students frequently depend on an information gap, so that one students have to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

2.1.1.2.3 Discussion

One of the reason that discussion fail, when they do is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situation.

2.1.1.2.4 Prepared Talks

A popular kind of activity is the prepared talk where students make presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more writing-like than his. However, if possible, students should speak from notes that from a script.

2.1.1.2.5 Simulation and Role Play

Many students derive great benefit from simulation and role play. Students simulate a real life encounter (such as business meeting, an encounter in an aero plane cabin, or an interview) as if they doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of character different from themselves or with thoughts and feeling they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency.

2.1.2 Definition of Drama

“Drama is the specific mode of fiction represented in performance. ^[1] the term comes from a Greek word meaning “action” (classical Greek:drama), which is derived from to do (Classical Greek: drao). The enactment of drama in theatre, performed by actors on stage before an audience, presupposes collaborative modes of production and a collective form of perception. The structure of dramatic texts, unlike other forms of literature, is directly influenced by this collaborative production and collective reception. ^[2] The early modern tragedy Hamlet by Shakespeare and the classical Athenian tragedy Oedipus the King (c.4229 BCE) by Sophocles are among the supreme masterpieces of the art of drama.”⁹

Francis Fergusson writes that “a drama, as distinguished from a lyric, is no primarily a composition in the verbal medium; the words result, as one might put it, from the underlying structure of incident and character. As Aristotle remarks, ‘the poet, or “maker” should be maker of plots rather than of verses; since he is a poet because he imitates, and what he imitates are actions”.¹⁰

Helen Nicholson from her book, drama is combine thought, language and feeling in range of energetic and creative ways, although there are recognizable

⁹“Drama,”Wikipedia,12 November 2016. <http://en.wikipedia.org/wiki/Drama>.

¹⁰“Drama,”Wikipedia,12 November 2016. <http://en.wikipedia.org/wiki/Drama>.

practice in drama which students might acquire, reaching new understanding implies a creative and personal involvement with the word.¹¹ Drama education, at its most inclusive, invites students not only to engage with the dramatic narrative of others, but also to find ways to communicate their own ideas. In drama, intellectual and emotional involvement with the narratives of others is integral to the learning, wherein moral, political and cultural values are open, temporarily and contingently, to renegotiation and interpretation. In this context, making drama, as all drama teachers are well aware, involves a rather messy process of discussion, questioning, speculation, experimentation and reflection; it requires students both to explore their own ideas and values and to interpret those with which they are less familiar. From this point of view, drama education is a living art form in which students might ‘understand something new’ about both their own lives and those of others.

Drama in education becomes functional role-play. Functional role-play is frequently assumed to be of a lower artistic order than ‘drama as an art form’ it may indeed often be so, if the purpose of the functional role-play goes no further than simple interaction for short-term pedagogic ends. However, study of these particular functional dramas is revealing; several use quite complex and elegant artistic structure.

Additionally, drama is also as a specific action to make the learning process more active, enjoyable, communicative, and contextual. As Cheng stated that

¹¹Nicholson Helen, *Teaching Drama, 11-18* (New York, Continuum 2000), p.1

Interactive drama are a language learning activity in which each student in the class takes a distinct role with spesific goals and then interacts with other students in the class takes to build alliances and complete common goals.¹²Futhermore, Maley, DuffandWessels have pointed to the values and uses of drama: “Drama can help the teacher to archive ‘reality’ in several ways. It can overcome the students’ resistance to learning the new language. Drama can increasself confidence of hesitant students, because in drama activities, the students will have different role and responsibility.¹³ So, it is appropriate to use drama in teaching speaking skill.

I am strongly recommending teachers embrace drama approach more completely by staging a play with their learners for the following reason:

2.1.2.1 Drama is a whole-person approach to language teaching which requires us to look at communication holistically. Creating a character and acting in a play can be a visceral, intellectual and emotional experience which makes the learning process more meaningful and memorable and more transferable to the real world.

2.1.2.2 Acting helps build confidence, because apart from aspect of performance and the rapturous applause that usually accompanies it, it is totally collaborative and mutually supportive. We rely on each other to succeed in producing something of value and quality.

¹² Cheng, Y., E. K. Horwiz, & D. L. Schallert. 1999. *Language Anxiety: Differentiating Writing and Speaking Components*. Cambridge: Cambridge University Press. P.1

¹³ Maley, A. And Duff, A. 2001 *Drama Techniques in Language Learning: a resource book for communication activities for language teacher*: Cambridge: Cambridge University Press. P.61

2.1.2.3 The group shares the same objective and putting on a play provides a tangible and achievable target to work towards.

2.1.2.4 Working within the framework of a play contextualizes all the related language work.

2.1.2.5 The process of building characters can make us aware of the needs and character traits of people we come into contact with in our daily lives, which is important in real-life communication and interaction. In mixed-nationality classes, cultural difference is spontaneously revealed, which helps us to understand each other better.

2.1.2.6 Putting on a play together as a group trains students in problem solving as constantly throughout the rehearsal period we are faced with decision that have to be made or hurdles that have to be overcome. These could be of a technical nature (lightning/sound/props etcetera) or related to the acting. It is invaluable language practice for students to do this kind of collaborating and problem-solving in English.

2.1.2.7 Producing a play allow us to explore and develop characters whose lives we only see a small part of on stage. This provides enormous scope for improvising scenes not in the play and generates discussion of the characters' thoughts, words and actions.

2.1.2.8 Using authentic script lends itself well to exploring features such as connected speech, expressing attitude with the voice, intonation patterns and sentence stress. Contemporary plays have a wealth of idiomatic language and samples of speech

which reflect how English is used in the real world. Such plays also allow us to study communicative strategies such as hesitation devices, false starts and circumlocution.

2.1.2.9 Well-written plays by and large consist of short utterances, again reflecting authentic language use and these are useful in the internalization and memorization of vocabulary and functional chunks of language. On several occasions, students have commented that they have used ‘chunks’ from the play in their everyday lives.

2.1.2.10 The only teaching materials required when producing a play are the scripts.

2.1.2.11 Being a part of this kind of group activity is enormous fun and highly rewarding.

With such high priority now being placed on building our learners’ confidence, improving their spontaneity, developing their fluency and generally strengthening their ability to communicate in realistic situations, we need to provide them with ‘rehearsals for life’. Drama attempts to bridge the gap between the carefully controlled language work that is often done in the classroom and the complexity of unpredictable language and behavior we are confronted with in the outside world by physically and emotionally engaging our students in safe and occasionally unsafe situations. It is a whole-person approach in that it does not deal exclusively with spoken language but rather requires our learners to react and respond with their intellects, emotions and natural instincts.

Drama examines and practices these broader aspects of communication:¹⁴

2.1.2.1 Gesture and gesticulation

2.1.2.2 Facial expression;

2.1.2.3 Eye contact and eye movement;

2.1.2.4 Posture and movement;

2.1.2.5 Proxemics;

2.1.2.6 Prosody (pitch, tone, volume, tempo)

2.1.3 Technique of Teaching Drama

As is the case with many basic skills, one of the important periods to improve speaking skill is, incontrovertibly, during primary education. Speaking skill acquired and developed during primary education are significant with regard to both acquisition and permanence. Therefore, it is essential that sufficient and effective teaching methods are employed in order to improve speaking skills during primary education. In our view, a favorable technique in aiding primary school students to acquire and develop oral communication skills is the use of creative and educational drama activities. No matter where this technique is applied, creative drama may be considered a method of learning—a tool for self-expression, as well as art. The scope of creative drama may be briefly explained through six learning principles.

2.1.3.1 A student learns meaningful content better than other content.

2.1.3.2 Learning occurs because of a student's interaction with his environment.

¹⁴Mark Almond. *Teaching English with Drama*. Pavilion Publishing (Brighton) Ltd. 2005.p.9

2.1.3.3 The more sensory organs a student uses while learning, the greater the retention of the lessons.

2.1.3.4 A student learns best by doing and experiencing.

2.1.3.5 Effective participation is important in learning emotional conduct.

2.1.3.6 Learning becomes easier and more permanent in educational environments where there is more than one stimulus.¹⁵

Drama is a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse intonation, pragmatic awareness, and nonverbal communication) can practice in an integrated way.

Talking or speaking being central to the development of the brain, must be a priority for teachers. Alexander promotes dialogic teaching as the most powerful form of talk in the classroom. He identifies its key elements as:

Collective: teachers and pupils address learning tasks together, as a group or as a class;

2.1.3.1 Reciprocal: teachers and pupils listen to each other, share ideas and consider alternative viewpoints;

2.1.3.2 Supportive: pupils articulate their ideas freely, without fear of embarrassment over 'wrong' answer, and they help each other to reach common understanding.

¹⁵Abdulah Halim Ula, *effects of Creative, Educational Drama Activities on Developing Oral Skill in Primary School Children*, American Journal of Applied Sciences 5 (7):876-880, 2008

2.1.3.3 Cumulative: teachers and pupils build on their own and each other's ideas and chain them into coherent lines of thinking and inquiry;

2.1.3.4 Purposeful: teachers plan and steer classroom talk with specific educational goals.¹⁶

Drama shares the elements listed above, and it promotes pupils' thinking because of the quality, dynamics, and content of talk that can develop.

Prendivile and Toye said in their book, that they would maintain that drama is more effective in developing pupils' ways of thinking, ways of understanding, than ordinary classroom discussion because the language of drama, as the language of all artistic creation, is a heightened version of the language of everyday talk¹⁷. The reason for this is that drama utilities a new context, a fictional world which is periled to reality, but in which the uses of language can be as a rich and varied as we want. Its usefulness to speaking and listening, and thus language development, is that we create together a shared experience which frames the language and makes us, the pupils and the teacher, communicate more effectively than more discussion ever can.

Meanwhile, drama techniques utilized in a language class have generally been divided into seven types, including games, mine, or pantomime, role playing improvisation, simulation, storytelling, and dramatization.

¹⁶Prendivile andToye, *Speaking and Listening Thought Drama 7-11*, (London, Paul Chapman Publishing,2007) .p.54

¹⁷Prendivile andToye, *Speaking and Listening Thought Drama 7-11*, (London, Paul Chapman Publishing,2007) .p.55

The teaching steps were divided into four steps consisting of (1) working on a drama script, (2) drama rehearsal, (3) drama production, and (4) drama evaluation, each of which is detailed as follows:

2.1.3.1 Working on a drama script

The first step involved the establishment of background knowledge about a play which students were required to engage in, in order to make the interaction more meaningful to students and to facilitate their acquisition of a language, they needed to know who they were in that particular context, who they were interacting with, and why they were interacting with those people. Students' background knowledge of the play was established by means of class discussion of the play's characters, their natures, their relationship with other characters, or their problems. The questioning techniques were employed to encourage students' participation and interaction. Example of questions is as follows. "What kind of person is this character?" "How does s/he feel about the person he/him is talking to?" and "What is the relation between the character and the person he/him is talking to?"

Through the establishment of background knowledge about the play, students could be made aware of other crucial elements of communication in addition to linguistic forms. Also, students had opportunities to practice expressing their thoughts, opinion, and feelings.

2.1.3.2 Drama rehearsal

Drama rehearsal was designed to elicit students' physical and emotional engagement. In this step, students were divided into groups or pairs, and they were assigned to play each character's role. The background knowledge established in the previous step enabled them to understand their role and the context where the communication took place. Here while the play's dialogue that they were required to deliver provided them with language input, the context of the play facilitated their learning of how the forms were applied in that particular context. Close monitoring and interruptions by the teacher were required in this step in order to correct students' pronunciation, to enhance their understanding of their role, and to ensure that students were delivering a dialogue from their understanding rather than being engaged in more rote recitation. Questions were posed to strengthen students' understanding and to guide how they should express the play's meaning.

2.1.3.3 Drama production

This step created opportunities for students to engage in a performance to experience lifelike communication situations without any interruption from the teacher. Through a performance, in addition to delivering a dialogue, students could exploit facial expression, intonations, and gestures to convey intended meaning of each character. This helped them internalize both linguistic and non-linguistic components of speaking ability. To make sure that it was manageable within that class time, a performance of an extracted scene was provided for students to practice

their speaking ability. A full-scale stage performance of the whole play was kept for the final project pr end of class activity. Students' performance was videotaped for subsequent evaluation.

2.1.3.4 Drama evaluation

Drama evaluation involved the evaluation of the performance. The videotaped was played after the performance to allow students to practice expressing their opinions towards their own performance as well as their peers' performances. That students were able to observe themselves enabled them to improve their performance and learn from their mistakes.

2.1.4 Theoretical Framework

With respect to the methodological principles, drama techniques are based on the Communicative Approach. As Larsen-Freeman remarks, the principles goals of such approach is not focused on the linguistic accuracy, but rather on making the students communicate in the target language fluently. The language produced in the classroom is employed within a social context and it is appropriate to the specific participant, setting and topic. As a consequence, the communication has a purpose and is meaningful, as it is "sociolinguistical appropriate" (Larsen-Freeman).¹⁸ students are involved and pair and group activities, where they have the opportunity to dedicate more time to speaking interaction with their peers and negotiate meaning in order to be understood. The groups are constantly exchanged so that the pupils

¹⁸Larsen-Freeman, D. *Language Teaching Methods: Communicative Approach Video*, retrieved on April 19th, 2015 from <https://www.youtube.com/watch?v=3kRT-rsKxn4>

have the chance to know each other better and increase their confidence. The teacher does not direct the activities, but he or she act as a facilitator of the learning process, since the students is the true protagonist and the lesson is learner-centered. Also, according to this approach, students will give the opportunity to express their feeling and opinions. Finally, grammar mistakeis tolerated, since communication and fluency willgive a main role. The teacher can correct the students' errors afterwards, trying not to interrupt the normal flow of a conversation.

2.2 The Previous Related Research Findings

There are some previous researchers that are used by researcher, they are:

Aqlisty Nia Chandra in her research "*Improving Students' English Speaking Skill by Using Drama*" had found that there is an improvement of the students' speaking skill. The students' test score are much better than before.¹⁹

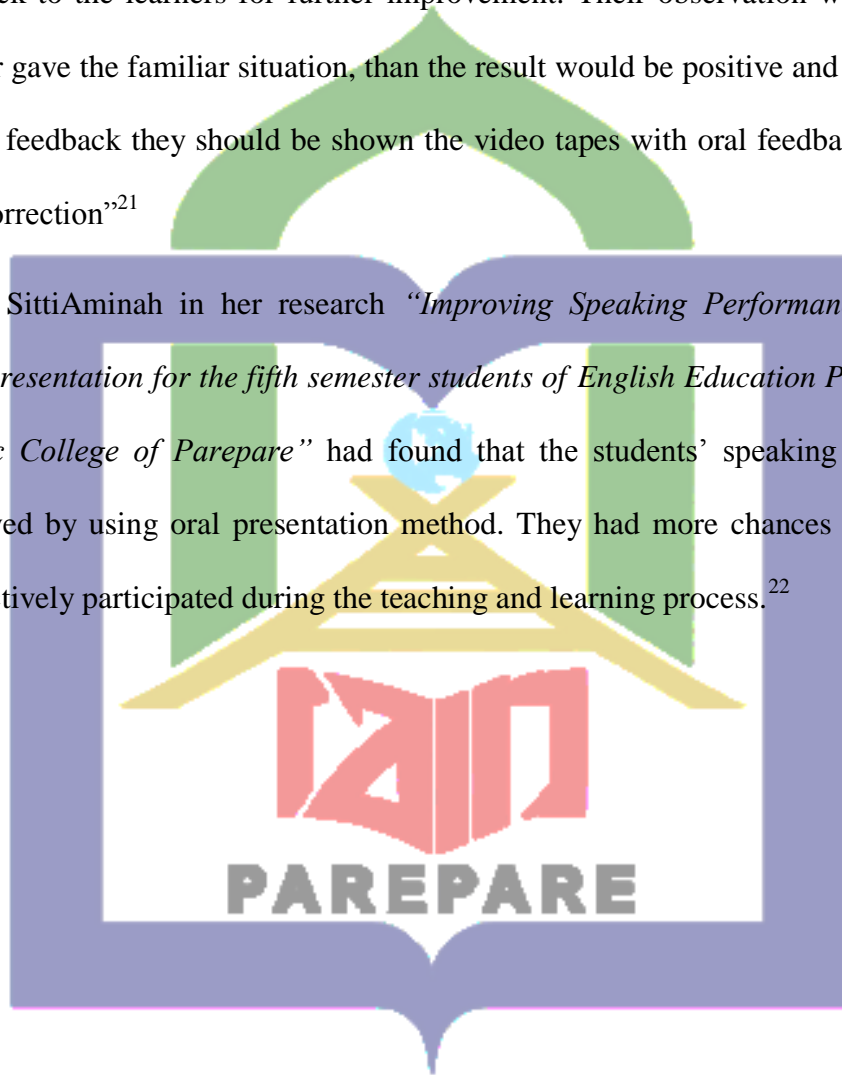
Tri Hariyanti in her research "*Teaching Interactional Speaking by Using Role Play for the 10th Grade Students Of Senior High School Negeri 7 Pinrang in the academic year 2015-2016*" had found that the students' speaking skill improved through the use of role play. They were more confidence to speak English. They easily learn the material with group. They actively participated during the teaching and learning process.²⁰

¹⁹Aqlisty Nia Chandra, "*Improving Student' Speaking Skill by Using Drama*" UnyversitasMuhammadiyah Surakarta. 2011

²⁰Tri Hariyanti. "*Improving Interactional Speaking Skill by Using Role Play for the 10th Grade of Senior High School 7 Pinrang*" (UnpublishSkripsi, Parepare;STAINParepare, 2016.

Liu and Dong “*Use Role Play method to See How The Students Performed In Groups*” when they were given a familiar situation to role play in their also observed their language potency and hoe the errors can be correct as well as how to give feedback to the learners for further improvement. Their observation was that is the teacher gave the familiar situation, than the result would be positive and rather giving instant feedback they should be shown the video tapes with oral feedback for self or peer correction”²¹

SittiAminah in her research “*Improving Speaking Performance By Using Oral Presentation for the fifth semester students of English Education Program State Islamic College of Parepare*” had found that the students’ speaking performance improved by using oral presentation method. They had more chances to speak and they actively participated during the teaching and learning process.²²

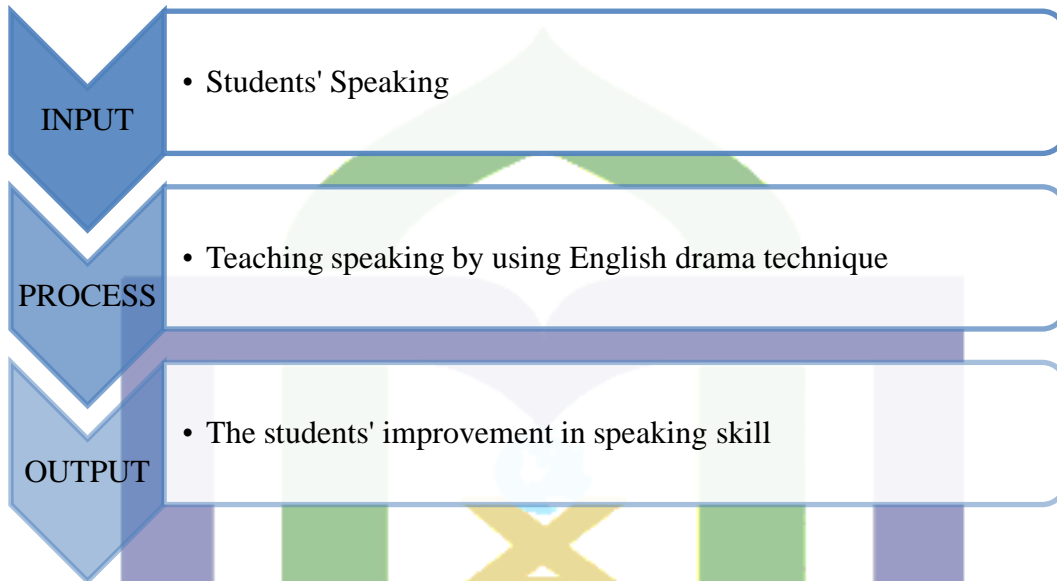


²¹Liu an Ding (2009) *Use Role Play in English Language*, Teaching Asian Social Science vol 5, no 10.p.36

²²SittiAminah, “Improving Students’ Speaking Performance ByUsing Oral Presentation for the fifth semester of English Departement of State Islamic College of parepare” (UnpublishSkripsi, Parepare;STAINParepare, 2016.

2.3 Conceptual Framework

The researcher focused the research on speaking skill through drama. The conceptual framework of this research is present the following diagram:



2.3.1 Input

Input is refer to the students' prior knowledge of drama which the students' knowledge about drama before giving treatment by using English drama. To know the students' prior knowledge, the researcher gives the students pre-test.

2.3.2 Process

Process is refer to the students will be learning about speaking through English drama. In this process, the researcher teaches the students with the three meeting.

2.3.3 Output

Output is referring to result of process. The result will show that there is students' speaking skill improve after learning English drama. To know the students' speaking skill, the researcher gives the students post-test.

2.4 Hypothesis

Based on the previous related literature and the problem statement above, the writer puts forward hypothesis as follow:

2.6.1 Null Hypothesis (H₀)

There is not an influence to improve the students' speaking skill by using English Drama at the second grade of SMAN 7 Pinrang

2.6.2 Alternative Hypothesis (H₁)

There is an influence to improve the students' speaking skill by using English Drama at the second grade of SMAN 7 Pinrang

2.5 Variable of Research and Definition of Variable

There are two variables involve this research namely, dependent and independent variable, independent variable is the drama method. Drama method is a game, activities and exercises are often used to introduce students to drama. These activities tend to be less intrusive and are highly participatory. Dependent variable is students' speaking skill. Speaking is one of four basic competences that the students should gain well.

CHAPTER III

METHODOLOGY OF RESEARCH

In this part the researcher explained the research design, location and duration, population and sample, instrument of the research, procedures of collecting data, and method of data analysis.

3.1 Research Design

The researcher employed pre-experimental design that applies one group pre-test and post-test design. The design also presented as follow:

$$E=O1 \rightarrow X \rightarrow O2$$

Where:

E = Experimental group

O1 = Pre-test

X = Treatment

O2 = Post-test²³

3.2 Location and Duration

In this part the researcher explained about the location and duration to do research

3.2.1 Location

²³L.R. Gay, Educational Research, *Competencies for Analysis and Application*, (Columbus, Ohio:Charles E, Meril Publishing, 1981).p.225

The location of the research took place in AMAN 7 Pinrang. This high school locates in south Sulawesi province, Pinrang city.

3.2.2 Duration

The duration of the research is a month, where three meetings for the treatment two meeting for pre-test and post-test.

3.3 Population and Sample

3.3.1 Population

The population of this research is the second grade students of SMAN 7 Pinrang

3.3.2 Sample

Based on the population above, so the researcher used purposive sampling method that one class of the second year students of SMAN 7 Pinrang took a research sample and got valid data. Because selection of a sample is a very important step in conduct a research study. The researcher used purposive sampling because the good sample is one that is representative of the population from which it is selected.

3.4 The Instrument of the Research

The instrument that the researcher used in this research is speaking skill test. This instrument was applied in pre-test and post-test.

3.5 Procedures of Collecting Data

The researcher was conducted test in collect data. Test conducted twice, pre-test and post-test. The pre-test gave to find out the previous skill before conduct the

materials (English drama). The data collecting presented in chronological order as below:

3.5.1 Pre-test

Pre-test used to know the student skill or knowledge about speaking.

The following is the procedure of pre-test:

1. The researcher explained what the students are going to do.
2. The researcher distributed the instrument sheet of pre-test to the students.
3. The researcher gave the topic to the students
4. The researcher gave time to the students for 3 minutes and 5 minutes at most to make their argument
5. After the students make their argument the researcher gave time to the students to present their argument.

3.5.2 Treatment

3.5.2.1 First meeting

The researcher said greeting to the students and introduce herself, and then the researcher introduced that drama and explained it. The researcher divided the students on to the groups, and then the researcher gave drama script to the students. After that the researcher explained what the students are going to do. Then the researcher readied the script with repeat by the students together. Then the students repeated the pronunciation. After that the researcher gave the changes to the students to ask about the correct pronunciation.

Before closing the class, firstly the researcher asked the students difficulties during the teaching process. If it might there some question concerning with the material, the researcher explained and given the answer, some advice that give to students to motivate them to always practice their English. The researcher called the students name to ensure that they attend the class and say thank to the students' attention and closing the class by say salam.

3.5.2.2 Second meeting

In this meeting the researcher explained about the intonation and expressing of the drama script. Firstly, the researcher started the class by say salam and while asked the students about their pronunciation about the drama script. The researcher introduced the topic that intonation and expressing and explained it, then the researcher gave the example to make the students understand. Then the researcher gave time for the students to make sure their intonation and expression by their own script while the researcher gave attention and correction by surround the class. If the time is up, the researcher asked the student by disordered to read their script using intonation and expression.

Before closing the class, firstly the researcher asked the students difficulties during the teaching process. If it might there some question concerning with the material, the researcher explained and given the answer, some advices that given to students to motivate them to always practice their English. The researcher called the

students name to ensure that they attend the class and say thank to the students' attention and closing the class by say salam.

3.5.2.3 Third meeting

The researcher started the class by say salam and was asked the students condition, the researcher introduced what are the students going to do. The researcher told the student to seat with their group and after that the researcher explained about the act. After that the researcher gave the students a drama video to make the students interest and motivate. After the video end the researcher told the student to do the act with their group by their own scrip. The researcher gave the time to the student act by their own creation while the researcher gives attention to them.

Before closing the class, firstly the researcher asked the students difficulties during the teaching process. If it might there some question concerning with the material, the researcher explained and given the answer, some advices was given to students to motivate them to always practice their English. The researcher called the students name to ensure that they attend the class and say thank to the students' attention and closing the class by say salam.

3.5.2.4 Forth meeting

The researcher started the class by say salam and was asked the students condition, the researcher introduced what are the students going to do. The researcher told the student to seat with their group and after that the researcher explained about the act. After that the researcher gave the students a drama video to make the students

interest and motivate. After the video end the researcher told the student to do the act with their group by their own scrip. The researcher gave the time to the student act by their own creation while the researcher gives attention to them.

Before closing the class, firstly the researcher asked the students difficulties during the teaching process. If it might there some question concerning with the material, the researcher explained and given the answer, some advices was given to students to motivate them to always practice their English. The researcher called the students name to ensure that they attend the class and say thank to the students' attention and closing the class by say salam.

3.5.3 Post-test

The researcher gave a post-test to measure the students about the speaking skill after joining treatment. The test was same as the pre-test.

3.6 Technique of Data Analysis

The data of the research is quantitative data. The researcher used the standard of peaking score criteria proposed by Heaton to analyze the data which are gotten from the speaking pre-test and post-test. The analyze was only gives score on three aspects include accuracy, fluency in speaking and comprehensibility (the listeners are understood), as follow:

3.6.1 The Scale Criteria of Speaking

The Students' speaking skill scored by utilizing a set of a rating scale criteria proposed by Heaton in the following table:

ACCURACY		FLUENCY		COMPREHENSIBILITY	
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	6	Easy for the listener to understand the speakers' intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical errors but most utterances are correct.	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	5	The speakers' intention and general meaning are fairly clear. A few interruptions by the listener for clarifications are necessary.
4	Pronunciation is still moderately	4	Although he/she has to make an effort and	4	Most of what the speaker says is easy to

	<p>influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.</p>		<p>search for words, three are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.</p>		<p>follow. His/her to help him/her to convey the meaning or to seek clarification.</p>
3	<p>Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p>	3	<p>Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	3	<p>The listener can understand a lot of what is said. But he/she must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.</p>

2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic and grammatical errors.	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited of expression.	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having.	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited.	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort of interrupts. ²⁴

²⁴ Heaton, *Writing English Language Test*, (New York: United State of America: Longman inc, 2001), P.100.

3.6.2 Scoring and Classifying the students' score

Scoring the students' speaking skill in pre-test and post-test used this formula:

$$\text{Score} = \frac{\text{The high score}}{\text{Students' total score} \times 100}$$

The score of the test result would be classifying in to the following criteria:

SCORE	CLASSIFICATION
80-100	Very Good
66-79	Good
56-65	Fair
40-55	Poor
<39	Very Poor ²⁵

3.6.3 Calculating the mean score and standard deviation

3.6.3.1 To calculating the mean score, the researcher applied the formula as follow:

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

Where : \bar{x} : the mean or arithmetic average of the score

$\sum x$: The um of all the score

²⁵ Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi; (Jakarta: Bumi Aksara.2009),p.245

N : The total number of the subjects²⁶

3.6.3.2 To calculate the standard deviation the researcher applied the formula:

$$SD = \sqrt{\frac{SS}{N-1}} \quad \text{Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where :

SD = Standard mean deviation

SS = Standard score

N = The total number of students

I = Constant number

$\sum x$ = The um of the score

$(\sum x^2)$ = The sum square of the sum of square²⁷

3.6.4 The Test of Significant

To finding the significant difference between the mean score of pre-test and post-test, it was needed to calculate the t-test value using the following formula:

$$t = \frac{D^-}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D^- = the mean score of difference

²⁶ Gay, L. R, *Educational Research Competencies For Analysis and Application*, (8th Ed), United State, Earsonmerril Prenfile Hall, p. 298

²⁷ Ibid

$\sum D$ = the sum total of total score of difference

$\sum D^2$ = the square of the sum score of difference

N = the total number of the sample

DF = N-1

t = test of significant²⁸



²⁸ Gay, L. R, *Educational Research Competencies For Analysis and Application*, (8th Ed), United State, Earsonmerril Prenfile Hall, p. 331

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consisted of two sections; they are findings of the research and discussions of the findings. The writers analyzed the data that is obtained through the result of pre-test and the result of post-test.

4.1 Research Findings

4.1.1 Data Description

To know the results of the students pre-test and post-test, the writer makes the table of students score such as follows:

Table 4.1 The result of students' pre-test

In this table the writers gave the students the first test before treatment to know the students' knowledge and the writers found that the result of pre-test was bad as saw the score below:

No.	Name of Student's	Speaking Competent			Total	Score
		Accuracy	Fluency	Comprehensibility		
1	AndiPopiyanti	2	2	2	6	33
2	ArnidaHasdaini	2	3	3	8	44
3	DesiIppun	2	2	2	6	33
4	Henra	4	3	3	10	55

5	M. Farhan Fahreza	3	3	3	9	50
6	Masni	5	4	4	13	72
7	Mohd. Irwanzah	3	2	5	10	55
8	Muh. Akbar	4	5	4	13	72
9	Muh Akbar Sah	2	3	3	8	44
10	Muh. Faizal	2	2	1	5	27
11	Muh. FatulR	3	2	5	10	55
12	Muh.Tri Putra	4	2	2	8	44
13	Mustari	3	3	3	9	50
14	Mutmainna	2	3	2	7	38
15	Noval Abdul Asis	4	4	2	10	55
16	NunurRamadhani	3	4	5	12	66
17	NurAdiraS	4	4	3	11	61
18	NurAisyah	5	2	4	11	61
19	Nurjannah	2	3	3	8	44
20	Nurwahyuni	3	2	2	7	38
21	Reni Andriani	5	5	3	13	72
22	Ruslan	4	3	3	10	55
23	ST. Ramlah	3	4	4	11	61
24	Sukmawati	2	3	3	8	44

25	Tuti	2	2	2	6	33
Average						50.48

Based on the result of pre-test in the table above, it described that the quality of the students' speaking skill before giving the treatment. The average score means that the students' speaking skill was poor. The main reason was the students felt nervous, fear and did not have braveness and felt shy to peak up because limited in vocabularies to build a complete sentence.

Table 4.2 The students' Score in post-test

No.	Name of Student's	Speaking Competent			Total	Score
		Accuracy	Fluency	Comprehensibility		
1	AndiPopiyanti	3	4	3	10	55
2	ArnidaHasdaini	3	4	4	11	61
3	DesiIppun	4	4	4	12	66
4	Henra	4	5	3	12	66
5	M. Farhan Fahreza	5	5	3	13	72
6	Masni	4	6	4	14	77
7	Mohd. Irwanzah	4	5	5	14	77
8	Muh. Akbar	5	5	5	15	83

9	Muh Akbar Sah	3	3	4	10	55
10	Muh. Faizal	5	4	4	14	77
11	Muh. FatulR	6	4	5	15	83
12	Muh.Tri Putra	4	3	3	10	55
13	Mustari	4	3	4	10	55
14	Mutmainna	3	4	6	13	72
15	Noval Abdul Asis	2	5	4	11	61
16	NunurRamadhani	5	4	5	14	77
17	NurAdira S	4	6	4	14	77
18	NurAisyah	5	5	3	13	72
19	Nurjannah	5	5	2	12	66
20	Nurwahyuni	4	4	6	14	77
21	Reni Andriani	5	4	5	14	77
22	Ruslan	3	4	4	11	61
23	ST. Ramlah	5	5	4	14	77
24	Sukmawati	4	3	4	11	61
25	Tuti	4	4	5	13	72
Average						68,4

Based on the table above, the result of students' post test was explained the overall students achieved of their speaking skill. It was described that the quality of the students' speaking skill after giving the treatment was good.

$$X1 = \bar{x} = \frac{\sum x}{N} = \frac{1262}{25} = 50,48$$

$$X2 = \bar{x} = \frac{\sum x}{N} = \frac{1710}{25} = 68,4$$

4.1.2 The overall result of the Pre-test and Post-test

The result explained that the pre-test and post-test were used to measure the students knowledge gained after the treatment which implemented by using drama method. In other word, to determine the students' knowledge level of their speaking skill, the pre-test was given to students by oral test before doing the treatment and post-test was given to the student by oral test too after doing the treatment with the same test.

And the comparison of aimed score between pre-test and post-test can be illustrated a follow:

Table 4.3 the students' score in pre-test and post-test

No	Name of Student's	The Students' Score	
		Pre-test	Post-test
1	AndiPopiyanti	33	55
2	ArnidaHasdaini	44	61
3	DesiIppun	33	66

4	Henra	55	66
5	M. Farhan Fahreza	50	72
6	Masni	72	77
7	Mohd. Irwanzah	55	77
8	Muh. Akbar	72	83
9	Muh Akbar Sah	44	55
10	Muh. Faizal	27	77
11	Muh. FatulRachman	55	83
12	Muhammad Tri Putra	44	55
13	Mustari	50	55
14	Mutmainna	38	72
15	Noval Abdul AsisSoaleh	55	61
16	NunurRamadhani	66	77
17	NurAdiraSudirman	61	77
18	NurAisyah	61	72
19	Nurjannah	44	66
20	Nurwahyuni	38	77
21	Reni Andriani	72	77
22	Ruslan	55	61
23	ST. Ramlah	61	77

24	Sukmawati	44	61
25	Tuti	33	72
	Mean	50,48	68,4
Classification		Poor	Good

The table above showed that the students got the significant improvement by gaining the core before and after treatment. it proved that the students got improvement in their speaking skill by using English drama in the classroom.

The significant improvement can be measured by presented the minimum and maximum score of the pre-test and post-test. The minimum score in pre-test was 27 and the maximum score was 72, beside that, the minimum score in the post-test was 50 and the maximum score was 83.

The mean score of pre-test was 50.48 and the mean score of post test was 68,4. Before got the treatment, the students got “poor” classification. But, after doing the treatment, the students got “good” classification.

4.1.3 The Calculating Score of the Pre-test and Post-test

Table 4.4 the worksheet of calculating score of pre-test and post-test

NO	X1	X2	$X1^2$	$X2^2$	$D(X2-X1)$	$D^2(X1 - X2)^2$
1	33	55	1089	3025	22	484
2	44	61	1936	3721	17	289
3	33	66	1089	4356	33	1089

4	55	66	3025	4356	11	121
5	50	72	2500	5148	22	484
6	72	77	5184	5929	5	25
7	55	77	3025	5929	22	484
8	72	83	5184	6889	11	121
9	44	55	1936	3025	11	121
10	27	77	726	5929	50	2500
11	55	83	3025	6889	28	784
12	44	55	1936	3025	11	121
13	50	55	2500	3025	5	25
14	38	72	1444	5148	34	1156
15	55	61	3025	3721	6	36
16	66	77	4356	5929	11	121
17	61	77	3721	5929	16	256
18	61	72	3721	5184	12	144
19	44	66	1936	4356	22	484
20	38	77	1444	5929	39	1521
21	72	77	3721	5929	5	25
22	55	61	3025	3721	6	36
23	61	77	3721	5929	16	256

24	44	61	1936	3721	17	289
25	33	72	1089	5184	39	1521
N	1262	1732	57545	121890	471	591

4.1.3.1 The Standard Deviation of Pre-test

$$\begin{aligned}
 SS &= \sum X_1^2 - \frac{(\sum X_1)^2}{N} \\
 &= 57545 - \frac{1262^2}{25} \\
 &= 57545 - \frac{1592644}{25} \\
 &= 57545 - 63706 \\
 SS &= 6160.76 \\
 SD &= \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{6160.76}{25-1}} = \sqrt{\frac{6160.76}{24}} = \sqrt{61,30} = 7.82
 \end{aligned}$$

So the standard deviation score of pre-test was 7.82

4.1.3.2 The Standard Deviation of Post-test

$$\begin{aligned}
 SS &= \sum X_1^2 - \frac{(\sum X_1)^2}{N} \\
 &= 121890 - \frac{1732^2}{25} \\
 &= 121890 - \frac{2999824}{25} \\
 &= 121890 - 119992 \\
 SS &= 1897.04 \\
 SD &= \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{1897.04}{25-1}} = \sqrt{\frac{1897.04}{24}} = \sqrt{79.04} = 8.89
 \end{aligned}$$

So the standard deviation score of post-test was 8.89

Table 4.5 the standard deviation

No.	Test	Standard Deviation
1.	Pre-test	7.82
2.	Post-test	8.89

Based on the table above, there was a significant result of the students' speaking skill before and

4.1.3.3 The Calculate of T-test and T-table

Find out the D:

$$D = \frac{\sum D}{n} = \frac{471}{25}$$

$$D = 18.84$$

The calculation of t-test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}} = \frac{18.84}{\sqrt{\frac{591 - \frac{(471)^2}{25}}{25(25-1)}}} = \frac{18.84}{\sqrt{\frac{591 - \frac{(22184)}{25}}{25(24)}}} = \frac{18.84}{\sqrt{\frac{591 - 887.364}{600}}}$$

$$t = \frac{18.84}{\sqrt{\frac{887.27}{600}}} = \frac{18.84}{\sqrt{1.47}} = \frac{18.84}{1.21}$$

$$t = 15.57$$

To find out the (Df) dependent sample:

$$\begin{aligned} Df &= N - 1 \\ &= 25 - 1 \\ &= 24 \end{aligned}$$

$\alpha = 1.711$ and the t-test score was 15.57

The degree freedom for 24 at significance 5% was 2.797. It can be concluded that the significant difference was higher than the degree freedom $15.57 > 1.711$. it

means that the hypothesis of the research is accepted, or there is significant difference between the result of improving students' speaking skill by using English drama at SMA Negeri 7 Pinrang.

4.2 Discussion

4.2.1 The Improvement of Students' Speaking Skill

From the result of analyzing, the writer found that the using of English dramato improve students' speaking skill could improve the abilityat the second yearof SMA Negeri 7 Pinrang in mastering the speaking skill that given to them. Before the treatment, the pre-test result showed that most of the students or 18 from 25 students got poor classification so it meansthere are 72% of the students had very low ability in mastering the speaking skill that had been given to them and 3 students of the sample that got fair classification so it means that there are 12% of the sample had low ability in mimproved speaking skill. 4 students of the sample got good classification so it means that there are 16% of the sample had good ability. None had excellent in improved speaking skill. Those result showed that the students really need helpful and those were their real initial ability.

Meanwhile, the mean score data of pre-test also showed that the mean score of students was 50.48. It means that the average ability at the second year students of SMA Negeri 7 Pinrang in Speaking skill before the treatment was very low.Based on the students' pre-test papers. The students at the the second year students of SMA Negeri 7 Pinrang had difficult to answer this kind of test.Most of the students had many of correct answers in multiple choices, this kind of test inside the pre-test was

easy for the students. They knew the meaning and directly could choose the right answer of 4 possible answers which has been prepared under of each question.

The data above had the same line with the results of observations found by researchers before conducting this study. The researchers found that students in the second year students of SMA Negeri 7 Pinrang had difficulty memorizing pronunciation, they lacked pronunciation that made students difficult for English subjects. So that, the researchers thought that English drama would help students to learn by enjoying and increasing students' speaking skill. And hope students in the Second year can easily accept English lessons.

During the treatment, the writers used the English drama for four meetings, the students were feeling very interest to the activities inside this method. in the first meeting they still confused and curious about what they will do during the english class and the writers explain and guide them step by step so in second meeting they have known the process and showed nice expressions. Somehow the script inside the material paper also gave them an unique moment in guessing the Indonesian word of each drama because the researcher just prepared the drama script.

The students still had difficulties in pronouncing the vocabularies which makes them confused interpreting the word into English but the researcher still helped them by giving them a way to pronounce the word one by one and in some terms of material, some of them did not know the real object such as the word "consultant" they knew its meaning "konsultant" but they really did not know its activities of job, they were confused and here the researcher also gave them simple explanation about it which can make students understand.

In every meeting of treatment, the students enjoyed when they looking for the drama script in the class and they did not make a lot of noise. They were very calm when the researcher show drama script. In their group they were also very compact and had a good cooperation. Students also actively answer questions that were given by researchers. This is the main objective of drama script to make the students feel the maximum of comfortable and enjoyable.

In last 2 meetings, the students could speak more than half of the vocabularies that given to them. it seen by the simple test that the writers gave to them in the last session by asking all of the vocabularies one by one and they might mention their meanings one by one. The students at the the second year students of SMA Negeri 7 Pinrang had improved ability in speaking because the happiness feeling that appeared during the learning process by using English drama as DePorter assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity.

In the class, the using of English drama also shown that such as building up good relationship between researcher and students without native language translation, and peripheral learning let students learn unconsciously. After the treatment, the post-test result showed that most of the students or 22 from 25 students got good classification so it means there are 90% of the students had good ability in mastering the new vocabularies that had been given to them and 11 students of the sample that got low classification so it means that there are 10% of the sample had low ability in speaking skill. None of the sample were poor in speaking skill.

Those result showed that the students at the the second year students of SMA Negeri 7 Pinrang really had significant improvement.

Moreover, the mean score data of post-test also showed that the mean score of students was 68.4. It means that the average ability of the the second year students of SMA Negeri 7 Pinrang in speaking skill before the treatment was good. Thus, it could be concluded that improve the speaking skill is significantly better after getting treatment. Therefore, it is proven that English drama in contextual teaching can improve students' speaking skill. It could be concluded that teaching with English drama in contextual teaching gave the positive influence toward students' speaking skill.

Based on the students' post-test papers. The same thing with the pre-test, the students had difficult to answer this kind of test. The writers asked to them why they still had difficulties in answering and they answered that they forgot the meaning of vocabulary, so the students answered using a count. It shows if students in class XI.IPS.3 were very lacking in speaking skill. So that, they get a low score. But, students at the class XI.IPS.3 experienced an increase and had more of many correct answers in multiple choices and its shown the increasing in the post-test result is higher than pre-test.

Finally, the degree freedom significance 5% was 1.711 it was higher than the result of the significance difference of the post-test that was $15.57 > 1.711$. It means that the hypothesis of the research is accepted. The writer concluded that the improving students' speaking skill by using English drama at the second year students of SMA Negeri 7 Pinrang was effective. So that mastery of student speaking

skill was significantly better after getting treatment. Therefore, it was proven that English dramas in contextual teaching could improve students' speaking skill. It could be concluded that teaching with English drama in contextual teaching gave the positive influence toward students' speaking skill.

4.2.2 The ways of English Drama in Improving the Students' Speaking Skill

To find out how English drama in contextual teaching was able to improve the students' speaking skill, the researcher got some pieces of information from the students' activities in learning process. In applying English drama in contextual teaching the researcher used seven components as part of the application of contextual teaching that was useful for getting success in applying it: Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, Authentic Assessment.

There were five meetings for doing this research. Two meeting for doing the test and three meetings for doing the treatment to prove that is English drama in contextual teaching can improve the students' speaking skill. at the first meeting, the researcher appointed several students to speak about drama script by the researcher. It aimed to know the students' ability in speaking skill before got the treatment. So that researchers know how well or lack of speaking skill of the second year students of SMA Negeri 7 Pinrang.

In the second meeting, the researcher started to convey what materials that would be learned by the students and explain the concept of drama script in contextual teaching, she began class presentation. The author shows the drama script and provides direction for students to hear and write the vocabulary spoken in

drama script. Students must be able to listen and get some vocabulary and interpret it into Indonesian. Then students are expected to memorize so that students can apply to daily conversations to hear classmates.

In the third meeting, the researcher divided the students into several group discussions, and instructed each group has drama script, then write the vocabulary that the students got from the drama script and discuss with their group friends. Each group will classify the vocabulary they have written. Then all students from the group will go up to speaking front of the class. And one more student from the group will rise to ask about the then another student will gave suggestion to their friends. At the last meeting, the researcher gave a post-test. Students doing English drama by the script. It aims to find out whether this treatment has an impact or not.

During the implementation of English drama running, generally the atmosphere of the class in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the teacher explanation when they followed the writing lesson, they enjoyed doing exercise. Then, most of them were enthusiastic to listening and writing of the vocabulary that their read of the drama script. Related to the researcher's performance, she looked masters the situation of the class and material she gave. She checked the students' work by walking to their table and giving comments. Then, her voice more loudly, it could be seen students could understand easily because the researcher's explanation was not so low. Besides, she gave to the students a game as warming the atmosphere of the class up in learning. Automatically, it led a good feedback from students' response in conveying their ideas and students were helped by the teacher to comprehend of the got speaking.

Of the results of the study, the researchers can see the good interest of students in English lessons when students are given a drama script medium for learning English specifically on memorization. That means, students love to learn English only they are a little bored because English lessons are considered difficult to learn because of the lack of teacher creativity in providing methods or media that can increase students' interest in learning. The student only find it difficult to understand English lessons because it is indeed lack of memorization of student vocabulary, which is very important in language learning. After applying the English drama media, researchers looked at the seriousness of students learning and memorizing the vocabulary they had discussed with their group friends.

From the first meeting to the last meeting, students have been able to speak the words the drama script. Especially the speaking in the class. mastery of student vocabulary is getting better and students have mastered at least ten vocabulary at each meeting. And it shows good results from the first meeting before treatment. Based on the results of the evaluation of researchers, it can be assumed that the application of English drama in contextual teaching to improve speaking skill of student peaking in accordance with the author's planning discussed earlier. In this case, every action is planned as well as possible. So, writing activities can be done well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The last of this research, the writers would like to give a conclusion as stated below:

The research of data analysis showed that there is a significant difference between the pre-test and post-test. The pre-test mean score is 7.82 and Post-Test score is 8.89.

The degree freedom significance 5% was 1.711. it was higher than the result of the significance difference of the post-test that was $15,57 > 1.711$. It means that the hypothesis of the research is accepted. So that improving students' speaking skill by using English drama at the second year students of SMA Negeri 7 Pinrang was effective.

5.2 Suggestion

To increase the English quality of students, the researcher further proposed some suggestions as follows:

- a. For the English teacher
 1. The English teacher generally should be able to apply some activities in teaching English which are suitable with students' condition and using new topics to improve the students interest in learning speaking, so that the students are not bored.

2. The English teacher should give high motivation to the students in learning English, so that they can improve their speaking skill.
- b. For the students, they do not less motivation in learning English and always practice to speak each other, so that they could use them in their daily activities.



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Appendix 1. Instrument of the Pre-test

Instrument of the Pre-test

Drama Script Cinderella



Cinderella Play Script

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

 **Scene 1** *(at Cinderella's home)*

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

Stepsister 1: Did you clean the kitchen?

Cinderella: Yes, I did.

Stepsister 2: Did you polish my shoes?

Cinderella: Yes, I did.

Stepsister 1: Did you iron my clothes?

Cinderella: Yes, I did.

Stepsister 2: And...did you make breakfast?

Cinderella: Yes, breakfast is ready.

Narrator: The evil stepsisters made Cinderella do all the hard work.

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

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

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

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

Cinderella: *(singing softly)* I wish I could go, too.

Narrator: The night of the ball arrived.

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

●
Cinderella



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

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

Cinderella: Oh my! Who are you?

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

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

Cinderella: Wow! It's so beautiful.

Narrator: On her feet were sparkling glass slippers.

Cinderella: Oh, I love them!

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

Cinderella: What a lovely coach and handsome horses.

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

Cinderella: Okay, fairy godmother! Thank you.

 **Scene 2** *(at the ball)*

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

Guest 1 (lady): Who is that beautiful princess?

Guest 2 (man): I've never seen such a beautiful woman in my life!

Stepsister 1: Oh no! The Prince is going to dance with her.

Stepsister 2: This is not fair! He was meant to dance with me.

●
Cinderella

Cinderella Play Script

Prince: Would you like to dance with me?

Cinderella: Oh, yes, your highness.

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

Cinderella: I must go! Thank you for the dance.

Prince: Please stay! *(calling)* What is your name?

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

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

 **Scene 3** *(at Cinderella's home)*

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

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

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

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

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

Narrator: The ugly sisters tried to fit into the slipper.

Stepsister 1: Let me try first!

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

●
Cinderella

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

Prince: Let the girl try.

Stepsister 1: But that's only Cinderella.

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

Narrator: Cinderella sat down and tried on the slipper.

Prince: It fits!

Cinderella: It fits!

Stepsister 1 & 2: *(laughing)* It fits?

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

Cinderella: *(smiling)* My name is Cinderella.

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



●
Cinderella

Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 7 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPS.3 (Sebelas) /2

Pertemuan ke : II (Dua)

Standar Kompetensi : 4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 4.1 Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur ; mengundang, menerima, dan menolak ajakan, menyetujui memuji dan member selamat.

Aspek/Skill : Berbicara

Alokasi Waktu : 90 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Siswa dapat mengidentifikasi ungkapan melalui dialog.
- Mengidentifikasi ekspresi-ekspresi yang digunakan melalui dialog

➤ **Karakter siswa yang diharapkan :**

1. **Integrity** (Bersikap jujur, tulus, dan memnyeluruh)
2. **Failure leads to succes** (Tidak takut akan kegagalan karna kegagalan awal kesuksesan)
3. **Speak with good pupose** (Berbicara dengan pengertian positif, dan bertanggung jawab untuk komunikasi yang jujur dan lurus)
4. **Commitment**(Memenuhi janji dan kewajiban)
5. **Ownership**(Bertanggung jawab atas setiap tindakan)
6. **Flexibility** (Bersikap terbuka terhadap perubahan dan pendekatan yang diberikan oleh guru)
7. **Balance** (Menjaga keselarasan pikiran, tubuh, dan jiwa)

2. Materi Pembelajaran

The Red Riding Hood

3. Metode Pembelajaran: English Drama

4. Langkah-Langkah Kegiatan

A.Kegiatan Pendahuluan

Apersepsi :

- Siswa menjawab salam dari guru dengan antusias, hormat, serta santun.
- Siswa di cek kehadirannya oleh guru (nilai yang ditanamkan: tekun dan rajin).
- Tanya jawab mengenai ungkapan ungkapan atau kosa kata sederhana yang sering digunakan pada aktivitas sehari hari kemudian menerjemahkan kedalam bahasa inggeris.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

Dalam kegiatan inti:

- Dengan bimbingan guru siswa membaca dialog yang telah diberikan
- Siswa menangkap ekspresi-ekspresi dalam dialog
- Siswa mengamati kosa kata dialog
- Dengan bimbingan guru siswa mengikuti guru menyebutkan intonasi
- Guru membiarkan siswa berdiskusi dengan teman kelompoknya
- Guru memberikan waktu untuk menguasai/menghafal vocabulary yang telah mereka diskusikan.
- Guru menunjuk salah satu anggota kelompok untuk tampil didepan kelas melakukan drama sesuai dialog
- Guru memberikan kesempatan kepada siswa lain untuk bertanya kepada kelompok yang tampil mengenai apa yg mereka dialogkan
- Siswa dan guru memeriksa klasifikasi kosa kata secara bersama-sama.
- Siswa yang telah mampu menyelesaikan tugasnya dengan baik, menerima umpan balik positif dan mengutamakan bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.

- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

5. Sumber dan Media Pembelajaran

- White board and marker.
- Drama Script

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon ungkapan-ungkapan : 1. Meminta dan memberi pendapat 2. Menyatakan suka dan tidak suka 3. Meminta klarifikasi 4. Merespon secara interpersonal	Tes lisan Tes Lisan	Merespon ungkapan Merespon ungkapan	<i>Respond to the following expressions orally.</i> 1. A: What do you think? B: .Not 2. A: What do you like to drink? B:

- Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Mengetahui,

Researcher



Niarmi Hariyanti

13.1300.027

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 7 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPS.3 (Sebelas) /2

Pertemuanke : III (Tiga)

Standar Kompetensi : 4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 4.1 Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak t utur ; mengundang, menerima, dan menolak ajakan, menyetujui memuji dan member selamat.

Aspek/Skill : Berbicara

Alokasi Waktu : 90 menit

7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Siswa dapat mengidentifikasi ungkapan melalui dialog.
- Mengidentifikasi ekspresi-ekspresi yang digunakan melalui dialog

➤ **Karakter siswa yang diharapkan :**

8. **Integrity** (Bersikap jujur, tulus, dan memnyeluruh)

9. **Failure leads to succes** (Tidak takut akan kegagalan karna kegagalan awal kesuksesan)
10. **Speak with good pupose** (Berbicara dengan pengertian positif, dan bertanggung jawab untuk komunikasi yang jujur dan lurus)
11. **Commitment**(Memenuhi janji dan kewajiban)
12. **Ownership**(Bertanggung jawab atas setiap tindakan)
13. **Flexibility** (Bersikap terbuka terhadap perubahan dan pendekatan yang diberikan oleh guru)
14. **Balance** (Menjaga keselarasan pikiran, tubuh, dan jiwa)

8. Materi Pembelajaran

Hansel And Gretel

9. Metode Pembelajaran: English Drama

10. Langkah-Langkah Kegiatan

A.Kegiatan Pendahuluan

Apersepsi :

- Siswa menjawab salam dari guru dengan antusias, hormat, serta santun.
- Siswa di cek kehadirannya oleh guru (nilai yang ditanamkan: tekun dan rajin).
- Tanya jawab mengenai ungkapan ungkapan atau kosa kata sederhana yang sering digunakan pada aktivitas sehari hari kemudian menerjemahkan kedalam bahasa inggeris.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.

B. Kegiatan Inti

Dalam kegiatan inti:

- Dengan bimbingan guru siswa membaca dialog yang telah diberikan
- Siswa menangkap ekspresi-ekspresi dalam dialog
- Siswa mengamati kosa kata dialog
- Dengan bimbingan guru siswa mengikuti guru menyebutkan intonasi
- Guru membiarkan siswa berdiskusi dengan teman kelompoknya
- Guru memberikan waktu untuk menguasai/menghafal vocabulary yang telah merekadiskusikan.
- Guru menunjuk salah satu anggota kelompok untuk tampil didepan kelas melakukan drama sesuai dialog
- Guru memberikan kesempatan kepada siswa lain untuk bertanya kepada kelompok yang tampil mengenai apa yg mereka dialogkan
- Siswa dan guru memeriksa klasifikasi kosa kata secara bersama-sama.
- Siswa yang telah mampu menyelesaikan tugasnya dengan baik, menerima umpan balik positif dan mengutamakan bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

11. Sumber dan Media Pembelajaran

- White board and marker.
- Drama Script

12. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon ungkapan-ungkapan : 1. Meminta dan memberi pendapat 2. Menyatakan suka dan tidak suka 3. Meminta klarifikasi 4. Merespon secara interpersonal	Tes lisan Tes Lisan	Merespon ungkapan Merespon ungkapan	<i>Respond to the following expressions orally.</i> 1. A: What do you think? B: .Not 2. A: What do you like to drink? B:

- Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Mengetahui,

Researcher



Niarmi Hariyanti

13.1300.027

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 7 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPS.3 (Sebelas) /2

Pertemuanke : IV (Empat)

Standar Kompetensi : 4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 4.1 Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak t utur ; mengundang, menerima, dan menolak ajakan, menyetujui memuji dan member selamat.

Aspek/Skill : Berbicara

Alokasi Waktu : 90 menit

13. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Siswa dapat mengidentifikasi ungkapan melalui dialog.
- Mengidentifikasi ekspresi-ekspresi yang digunakan melalui dialog

➤ **Karakter siswa yang diharapkan :**

15. **Integrity** (Bersikap jujur, tulus, dan memnyeluruh)

16. **Failure leads to succes** (Tidak takut akan kegagalan karna kegagalan awal kesuksesan)
17. **Speak with good pupose** (Berbicara dengan pengertian positif, dan bertanggung jawab untuk komunikasi yang jujur dan lurus)
18. **Commitment**(Memenuhi janji dan kewajiban)
19. **Ownership**(Bertanggung jawab atas setiap tindakan)
20. **Flexibility** (Bersikap terbuka terhadap perubahan dan pendekatan yang diberikan oleh guru)
21. **Balance** (Menjaga keselarasan pikiran, tubuh, dan jiwa)

14. Materi Pembelajaran

Goldiks and The Trhee Bears

15. Metode Pembelajaran: English Drama

16. Langkah-Langkah Kegiatan

A.Kegiatan Pendahuluan

Apersepsi :

- Siswa menjawab salam dari guru dengan antusias, hormat, serta santun.
- Siswa di cek kehadirannya oleh guru (nilai yang ditanamkan: tekun dan rajin).
- Tanya jawab mengenai ungkapan ungkapan atau kosa kata sederhana yang sering digunakan pada aktivitas sehari hari kemudian menerjemahkan kedalam bahasa inggeris.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.

B. Kegiatan Inti

Dalam kegiatan inti:

- Dengan bimbingan guru siswa membaca dialog yang telah diberikan
- Siswa menangkap ekspresi-ekspresi dalam dialog
- Siswa mengamati kosa kata dialog
- Dengan bimbingan guru siswa mengikuti guru menyebutkan intonasi
- Guru membiarkan siswa berdiskusi dengan teman kelompoknya
- Guru memberikan waktu untuk menguasai/menghafal vocabulary yang telah merekadiskusikan.
- Guru menunjuk salah satu anggota kelompok untuk tampil didepan kelas melakukan drama sesuai dialog
- Guru memberikan kesempatan kepada siswa lain untuk bertanya kepada kelompok yang tampil mengenai apa yg mereka dialogkan
- Siswa dan guru memeriksa klasifikasi kosa kata secara bersama-sama.
- Siswa yang telah mampu menyelesaikan tugasnya dengan baik, menerima umpan balik positif dan mengutamakan bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

17. Sumber dan Media Pembelajaran

- White board and marker.
- Drama Script

18. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon ungkapan-ungkapan :	Tes lisan	Merespon ungkapan	<i>Respond to the following expressions orally.</i>
1. Meminta dan memberi pendapat			1. A: What do you think? B: .Not
2. Menyatakan suka dan tidak suka	Tes Lisan	Merespon ungkapan	2. A: What do you like to drink? B:
3. Meminta klarifikasi			
4. Merespon secara interpersonal			

- Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Mengetahui,

Researcher



Niarmi Hariyanti

13.1300.027

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 7 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI.IPS.3 (Sebelas) /2

Pertemuanke : V (Lima)

Standar Kompetensi : 4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 4.1 Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak t utur ; mengundang, menerima, dan menolak ajakan, menyetujui memuji dan member selamat.

Aspek/Skill : Berbicara

Alokasi Waktu : 90 menit

19. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Siswa dapat mengidentifikasi ungkapan melalui dialog.
- Mengidentifikasi ekspresi-ekspresi yang digunakan melalui dialog

➤ **Karakter siswa yang diharapkan :**

22. **Integrity** (Bersikap jujur, tulus, dan memnyeluruh)

23. **Failure leads to succes** (Tidak takut akan kegagalan karna kegagalan awal kesuksesan)
24. **Speak with good pupose** (Berbicara dengan pengertian positif, dan bertanggung jawab untuk komunikasi yang jujur dan lurus)
25. **Commitment**(Memenuhi janji dan kewajiban)
26. **Ownership**(Bertanggung jawab atas setiap tindakan)
27. **Flexibility** (Bersikap terbuka terhadap perubahan dan pendekatan yang diberikan oleh guru)
28. **Balance** (Menjaga keselarasan pikiran, tubuh, dan jiwa)

20. Materi Pembelajaran

Jack and the beanstalk

21. Metode Pembelajaran: English Drama

22. Langkah-Langkah Kegiatan

A.Kegiatan Pendahuluan

Apersepsi :

- Siswa menjawab salam dari guru dengan antusias, hormat, serta santun.
- Siswa di cek kehadirannya oleh guru (nilai yang ditanamkan: tekun dan rajin).
- Tanya jawab mengenai ungkapan ungkapan atau kosa kata sederhana yang sering digunakan pada aktivitas sehari hari kemudian menerjemahkan kedalam bahasa inggeris.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.

B. Kegiatan Inti

Dalam kegiatan inti:

- Dengan bimbingan guru siswa membaca dialog yang telah diberikan
- Siswa menangkap ekspresi-ekspresi dalam dialog
- Siswa mengamati kosa kata dialog
- Dengan bimbingan guru siswa mengikuti guru menyebutkan intonasi
- Guru membiarkan siswa berdiskusi dengan teman kelompoknya
- Guru memberikan waktu untuk menguasai/menghafal vocabulary yang telah mereka diskusikan.
- Guru menunjuk salah satu anggota kelompok untuk tampil di depan kelas melakukan drama sesuai dialog
- Guru memberikan kesempatan kepada siswa lain untuk bertanya kepada kelompok yang tampil mengenai apa yg mereka dialogkan
- Siswa dan guru memeriksa klasifikasi kosa kata secara bersama-sama.
- Siswa yang telah mampu menyelesaikan tugasnya dengan baik, menerima umpan balik positif dan mengutamakan bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

23. Sumber dan Media Pembelajaran

- White board and marker.
- Drama Script

24. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon ungkapan-ungkapan : 1. Meminta dan memberi pendapat 2. Menyatakan suka dan tidak suka 3. Meminta klarifikasi 4. Merespon secara Interpersonal	Tes lisan Tes Lisan	Merespon ungkapan Merespon ungkapan	<i>Respond to the following expressions orally.</i> 1. A: What do you think? B: .Not 2. A: What do you like to drink? B:

- Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Mengetahui,

Researcher -



Niarmi Hariyanti

13.1300.027

Appendix 3. Instrument of the Post-test

Instrument of the Post-test

Drama Script of Cinderella



Cinderella Play Script

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

Scene 1 *(at Cinderella's home)*

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

Stepister 1: Did you clean the kitchen?

Cinderella: Yes, I did.

Stepister 2: Did you polish my shoes?

Cinderella: Yes, I did.

Stepister 1: Did you iron my clothes?

Cinderella: Yes, I did.

Stepister 2: And...did you make breakfast?

Cinderella: Yes, breakfast is ready.

Narrator: The evil stepisters made Cinderella do all the hard work.

Cinderella: *(pouting out)* Stepister! A letter from the royal palace has arrived for you.

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

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

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

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

Narrator: The night of the ball arrived.

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

●
Cinderella



Cinderella Play Script

Prince: Would you like to dance with me?

Cinderella: Oh, yes, your highness.

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

Cinderella: I must go! Thank you for the dance.

Prince: Please stay! *(sneezing)* What is your name?

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

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

Scene 3 *(at Cinderella's home)*

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

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

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

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

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

Narrator: The ugly sisters tried to fit into the slipper.

Stepister 1: Let me try first!

Stepister 2: No. Your foot are much too big. Give it to me!

●
Cinderella



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

Narrator: After the evil stepisters had left, suddenly, a fairy appeared.

Cinderella: Oh my! Who are you?

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

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

Cinderella: Wow! It's so beautiful.

Narrator: On her feet were sparkling glass slippers.

Cinderella: Oh, I love them!

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

Cinderella: What a lovely coach and handsome horses.

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

Cinderella: Okay, fairy godmother! Thank you.

Scene 2 *(at the ball)*

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

Guest 1 *(sally)*: Who is that beautiful princess?

Guest 2 *(marp)*: I've never seen such a beautiful woman in my life!

Stepister 1: Oh no! The Prince is going to dance with her.

Stepister 2: This is not fair! He was meant to dance with me.

●
Cinderella



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

Prince: Let this girl try.

Stepister 1: But that's only Cinderella.

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

Narrator: Cinderella sat down and tried on the slipper.

Prince: It fits!

Cinderella: It fits!

Stepister 1 & 2: *(sneezing)* It fits?

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

Cinderella: *(sneezing)* My name is Cinderella.

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



●
Cinderella



Appendix 4. Documtations.

DOCUMTATIONS





The Little Red Hen Play Script

Characters : Narrator, Little Red Hen, Cat, Dog, Rat, Miller

Scene 1 (on the farm)

Narrator: One day on the farm, the Little Red Hen found some grains of wheat.

Little Red Hen: Wow! Look what I found on the ground. I want to plant them. Who will help me plant them?

Cat: Not I!

Dog: Not I!

Rat: Not I!

Cat: I am going to take a nap.

Dog: Me too!

Rat: I am going to read a newspaper.

Little Red Hen: Then I must do it myself.

Narrator: The Little Red Hen worked hard all day and planted all the grains of wheat herself.

Little Red Hen: It was hard to plant all those grains.

Narrator: The Little Red Hen's wheat grew, but the weeds grew, too.

Little Red Hen: Oh, look! Weeds are all around. Who will help me weed?

Cat: Not I!

Dog: Not I!

Rat: Not I!

Cat: I don't know how to weed!

The Little Red Hen



Dog: I don't like to work!

Rat: I have to drink some juice!

Little Red Hen: Then I must do it myself.

Narrator: So the Little Red Hen did it herself.

Scene 2 (on the farm)

Narrator: As time went by, the wheat grew ripe.

Little Red Hen: The wheat is ready now. Who will help me cut the wheat?

Cat: Not I!

Dog: Not I!

Rat: Not I!

Cat: (sneezing) I'm tired.

Dog: (sneezing) Me too.

Rat: (sneezing) So am I.

Little Red Hen: Then I must harvest it myself.

Narrator: The Little Red Hen worked hard by herself all day in the hot sun. Soon the wheat was ready to carry.

Little Red Hen: It is very heavy. Who will help me carry the wheat?

Cat: Not I!

Dog: Not I!

Rat: Not I!

Cat: (grunting) We are going for a walk.

Dog: (grunting) We can't help.

The Little Red Hen



The Little Red Hen Play Script

Rat: (grunting) Don't ask us anymore!

Little Red Hen: Then I must carry it to the mill myself.

Narrator: So, the Little Red Hen carried it to the mill.

Miller: Good afternoon, Little Red Hen. How can I help you, today?

Little Red Hen: Here is all the wheat that I have grown. Will you grind it into flour?

Miller: Of course.

Little Red Hen: Thank you.

Narrator: So the miller ground the wheat into flour.

Scene 3 (on the farm)

Narrator: Once all her wheat had been ground into flour, the Little Red Hen returned to the farm.

Little Red Hen: Who will help me make and bake my bread?

Narrator: Nobody answered. Cat, Dog and Rat were all sleeping.

Little Red Hen: Then I will make and bake it myself!

Narrator: When the bread was ready, Cat, Dog, and Rat smell something delicious.

Little Red Hen: Who will help me eat my bread?

Cat: Me!

Dog: Me!

Rat: Me, me, me!

Little Red Hen: (laughing) Ha! Ha! Ha! Who is asking you? I am calling all my little chicks to help me eat my bread.

The Little Red Hen

Cat: But, I'm hungry.

Dog: Me too.

Rat: So am I.

Little Red Hen: You never wanted to help me. Why should I share my bread with you?

Narrator: So Cat, Dog, and Rat stayed hungry and the Little Red Hen and her chicks ate up all the bread.



The Little Red Hen

Goldilocks and the Three Bears Play Script

Characters : Narrator, Goldilocks, Daddy Bear, Mummy Bear, Baby Bear

Scene 1 (In front of the cottage)

Narrator: Once upon a time there were three bears.
Daddy Bear: (singing and smiling) I'm Daddy Bear.
Mummy Bear: (singing and smiling) I'm Mummy Bear and this is...
Baby Bear: (excited) I'm Baby Bear!
Narrator: The three bears loved to eat porridge every morning.
Mummy Bear: I made hot porridge. I put some berries in it today. It smells nice, doesn't it?
Baby Bear: Yum! It smells very nice and it looks delicious. Can I eat mine now?
Narrator: But their porridge was too hot to eat now.
Mummy Bear: The porridge is hot this morning.
Daddy Bear: Let's all go for a walk. It will be cool when we get back.
Baby Bear: That's a great idea, Daddy! Let's go!
Narrator: A little girl called Goldilocks was out walking, too. She passed by the three bears' cottage.
Goldilocks: What a lovely cottage!

Scene 2 (Inside the cottage)

Narrator: Goldilocks went inside the three bears' cottage and found their porridge on the kitchen table.
Goldilocks: (sniffing) What a smell! What's that? Wow! Look at that! It looks delicious!

Goldilocks and the Three Bears

Narrator: Goldilocks tasted Daddy Bear's porridge.
Goldilocks: Owl! It's much too hot.
Narrator: Goldilocks tasted Mummy Bear's porridge.
Goldilocks: Yuck! It's much too cold.
Narrator: Goldilocks tasted Baby Bear's porridge.
Goldilocks: Yum! It's just right!
Narrator: Goldilocks was so hungry that she ate all of Baby Bear's porridge.
Goldilocks: I'm full now. I think I'll take a rest.
Narrator: Goldilocks sat down on Daddy Bear's chair.
Goldilocks: This is much too hard!
Narrator: Goldilocks sat down on Mummy Bear's chair.
Goldilocks: This is much too soft!
Narrator: Goldilocks sat down on Baby Bear's chair.
Goldilocks: This is just right!
Narrator: But Goldilocks was too big for Baby Bear's chair, so the chair broke!
Goldilocks: (falling down from the chair) Ouch! Oops! The chair is broken.
Narrator: Goldilocks decided to go upstairs for a sleep. She tried Daddy Bear's bed.
Goldilocks: This is much too hard.
Narrator: Goldilocks tried Mummy Bear's bed.
Goldilocks: This is much too soft.

Goldilocks and the Three Bears

Goldilocks and the Three Bears Play Script

Narrator: Goldilocks tried Baby Bear's bed.
Goldilocks: This is just right!
Narrator: Goldilocks lay down in Baby Bear's bed and fell fast asleep.

Scene 3 (Inside the cottage)

Narrator: Soon, the three bears came back from their walk.
Baby Bear: I'm so hungry!
Daddy Bear: Grrrrr! Someone's been eating my porridge.
Mummy Bear: AHHHHH! Someone's been eating my porridge.
Baby Bear: Hmmmph! Someone's been eating my porridge, and they've eaten it all up!
Narrator: The three bears were so sad. Daddy Bear went to sit down.
Daddy Bear: Grrrrr! Someone's been sitting in my chair.
Mummy Bear: (jumping from the kitchen) AHHHHH! Someone's been sitting in my chair.
Baby Bear: Hmmmph! Someone's been sitting in my chair and they've broken it!
Narrator: Now, Daddy Bear and Mummy Bear were very angry. The three bears went upstairs.
Daddy Bear: Grrrrr! Someone's been sleeping in my bed.
Mummy Bear: AHHHHH! Someone's been sleeping in my bed.
Baby Bear: Hmmmph! Someone's been sleeping in my bed and she's still there!

Goldilocks and the Three Bears

Three bears: Who are you and what are you doing here?
Narrator: Goldilocks woke up and jumped out of the bed.
Goldilocks: Oh my!
Narrator: Goldilocks ran away as fast as she could.
Goldilocks: (running away) AHHHHH!
Baby Bear: (singing) Oh dear! I didn't want to scare her away!
Narrator: The three bears never saw Goldilocks again.



Goldilocks and the Three Bears

Little Red Riding Hood Play Script

Characters : Narrator, Mother, Father, Little Red Riding Hood, Wolf, Grandmother, Woodcutter

Scene 1 (In the forest)

Narrator: Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother and father in a cottage in the forest.

Mother: Little Red Riding Hood, your grandmother is ill. I would like you to take this cake to her. It will make her feel better.

Little Red Riding Hood: Okay, Mother.

Father: Remember, walk straight there. Do not slip or talk to strangers.

Little Red Riding Hood: Don't worry, I will not talk to any strangers.

Mother & Father: Be careful, Little Red Riding Hood.

Narrator: Little Red Riding Hood started to walk through the woods to her grandmother's house.

Little Red Riding Hood: Oh! What beautiful flowers! Grandmother loves flowers. I'll pick some for her.

Narrator: Little Red Riding Hood stopped to pick some flowers. The big, bad wolf crept up behind her.

Wolf: Hello, little girl. Where are you going?

Little Red Riding Hood: I'm taking this cake to Grandmother.

Wolf: How kind of you! Your grandmother will be happy. Where does your grandmother live?

Little Red Riding Hood: She lives in a cottage right next to the big tree over the hill.

●
Little Red Riding Hood

Wolf: I see. Take care of yourself! Good-bye, little girl!

Little Red Riding Hood: Good-bye, Mr. Wolf.

Narrator: The wolf had a plan.

Wolf: *(Looking at the little girl's back.)* I know the fastest way to get there. Before she arrives, I'll eat her grandmother, and then I'll eat the little girl.

Scene 2 (In Grandmother's cottage)

Narrator: The wolf took a short cut to Grandmother's cottage and knocked on the door.

Wolf: Hello, Grandmother. It's Little Red Riding Hood. May I come in?

Grandmother: *(Sighing.)* That's not Little Red Riding Hood. I should hide somewhere.

Narrator: Grandmother quickly hid in the cupboard. The wolf opened the cottage door and went inside.

Wolf: *(Sighing.)* There's no one here! I will get into bed and wait for the little girl.

Grandmother: *(Sighing.)* Oh no! But Little Red Riding Hood is clever. She will be okay.

Narrator: The wolf jumped into Grandmother's bed and put on a nightgown and cap. Soon, Little Red Riding Hood knocked on the cottage door.

Little Red Riding Hood: Hello, Grandmother! This is Little Red Riding Hood. May I come in?

Wolf: *(In Grandmother's voice.)* Come in, my dear.

●
Little Red Riding Hood

Little Red Riding Hood Play Script

Little Red Riding Hood: Where are you, Grandmother?

Wolf: *(In Grandmother's voice.)* I'm in bed, dear.

Little Red Riding Hood: My, what big ears you have, Grandmother!

Wolf: *(In Grandmother's voice.)* All the better to hear you with.

Little Red Riding Hood: My, what big eyes you have, Grandmother!

Wolf: *(In Grandmother's voice.)* All the better to see you with.

Little Red Riding Hood: My, what big teeth you have, Grandmother!

Wolf: *(Sighing.)* All the better to eat you with!

Narrator: The wolf jumped out of the bed and went straight for Little Red Riding Hood.

Wolf: I'm going to eat you, little girl!

Little Red Riding Hood: *(Screaming and running.)* Ahhhhh! Help me!

Wolf: Didn't your mother ever tell you not to talk to strangers? Ha, ha, ha...

Little Red Riding Hood: Oh no! Please don't eat me! Help!

Scene 3 (In Grandmother's cottage)

Narrator: Just then, a woodcutter walked past the cottage and heard the screaming.

Woodcutter: Oh my! What a bad wolf!

Narrator: The woodcutter ran inside and chopped the wolf's head off!

Wolf: *(Sighing.)* Oh no! Ahaaaa!

●
Little Red Riding Hood

Woodcutter: You're safe now, little girl.

Little Red Riding Hood: *(Sighing.)* Thank you for saving me.

Woodcutter: You're welcome.

Little Red Riding Hood: Grandmother, where are you?

Grandmother: I'm in the cupboard, my dear.

Narrator: Little Red Riding Hood ran to the cupboard and let her grandmother out.

Little Red Riding Hood: Are you okay?

Grandmother: Yes, I'm okay. *(To the woodcutter.)* Thank you for saving my granddaughter.

Woodcutter: It was no problem.

Little Red Riding Hood: I'll never talk to strangers in the forest again!



●
Little Red Riding Hood

Hansel and Gretel Play Script

Characters : Narrator, Father, Hansel, Gretel, Witch

Scene 1 (at home)

Narrator: Hansel and Gretel lived near a dark forest with their father and their stepmother.

Father: Good morning, children. Did you sleep well?

Hansel: Yes, I slept very well.

Gretel: Me too, Father.

Father: Excellent. What are you going to do today?

Hansel: We are going to get some sticks in the woods.

Father: But, you do that everyday!

Gretel: We know! But stepmother told us she needed firewood everyday to keep our cottage warm.

Father: Well, be careful. You may get lost if you go too deeply into the woods.

Hansel: Don't worry, Father.

Scene 2 (in the forest)

Narrator: One day, they got lost deep among the trees.

Gretel: Hansel, where are we? It's getting late.

Hansel: I don't know, Gretel.

Gretel: I'm very hungry.

Hansel: Me too.

Gretel: Father will come and find us.

Hansel and Gretel

Narrator: Then, Hansel and Gretel saw a pretty cottage.

Hansel: Let's go and ask for some food.

Gretel: That is a great idea, Hansel.

Narrator: As Hansel and Gretel got closer to the house, they realized it was a special house.

Hansel: Look! It's made of sweets.

Gretel: ...and gingerbread!

Hansel: Let's try some.

Gretel: It's delicious!

Narrator: Hansel and Gretel nibbled away like hungry mice. Suddenly an old woman opened the door.

Witch: You are eating my house. Are you hungry?

Hansel and Gretel: (jumping in shock and dripping their faces) We're so sorry.

Hansel: We didn't mean to eat your house...

Gretel: ...but we were so hungry!

Witch: (smiling sweetly) Come inside, dear children.

Narrator: Hansel and Gretel stopped inside the house. Then the old woman locked the door.

Witch: How dare you eat my cottage! Now, I will eat you, boy! And you, lazy girl, can get to work!

Hansel and Gretel: (crying and starting to cry) No, we didn't mean to. We're sorry.

Narrator: She was a wicked witch!

Hansel and Gretel

Hansel and Gretel Play Script

Scene 3 (at the witch's cottage)

Narrator: The witch locked Hansel in a chicken cage.

Witch: You are too skinny to eat now, but I will fatten you up. Little girl, get me some gingerbread.

Gretel: No, I won't.

Witch: Then, I could eat you first!

Hansel: Please Gretel, do as she says.

Narrator: Each day, the witch fed Hansel lots of sweets and gingerbread. And each day, she left Hansel's finger to see if he was fat enough to eat, but he knew she couldn't see well.

Witch: Show me your finger, boy!

Hansel: (holding out a chicken bone) Here it is.

Witch: (grumbling) Still too thin!

Narrator: Soon the witch grew tired of waiting.

Witch: I can't wait any longer! I shall eat you tomorrow!

Hansel: Oh no!

Gretel: (crying) Oh dear!

Witch: Little girl, go and cut the wood to make the oven nice and hot.

Narrator: Hansel began to worry and Gretel couldn't stop crying.

Scene 4 (at the witch's cottage)

Narrator: The next morning, the witch decided to eat both children.

Witch: (sitting) Gretel, climb into the oven to see if it's hot enough.

Gretel: I don't know how. Show me.

Hansel and Gretel

Witch: Stupid girl! Like this!

Narrator: Suddenly, Gretel had a great idea. As the witch bent right over, clever Gretel pushed her inside the oven and slammed the door.

Witch: (screaming) It's too hot! Let me out, little girl. LET ME OUT!

Gretel: (covering the chicken cage) Come out, Hansel.

Hansel: Where is the wicked witch?

Gretel: I pushed her into the oven and locked the door.

Hansel: You are so clever and brave!

Narrator: They took the witch's stolen treasure. Then, Hansel and Gretel found their way out of the dark forest, and soon found their way home again.

Hansel and Gretel: (cheering with joy and running towards the house) Father! Father! We are home.

Father: Hansel! Gretel! Where have you been? I have been so worried.

Hansel: We got lost in the woods and the wicked witch tried to eat us.

Father: Oh my! I am sorry I let you go into the forest. I missed you very much. Your stepmother has gone. She can never hurt you again.

Narrator: Hansel, Gretel, and their father lived happily ever after.

Hansel and Gretel

Jack and the Beanstalk Play Script

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

Scene 1 (at home)

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

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

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

Mother: Be careful, Jack.

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

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

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

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

Jack: Really?

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

Jack: Magic beans? Mmm.

Old man: They will make you rich.

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

Jack: Okay! You can take the cow!

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

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

Jack and the Beanstalk



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

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

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

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

Mother: No way! These beans are useless!

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

Scene 2 (on the ground & in the castle)

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

Jack: Wow! This beanstalk is huge!

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

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

Narrator: Jack crept inside.

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

Narrator: Suddenly, the floor began to shake.

Jack: (scared) What is that noise?

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

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

Jack and the Beanstalk



Jack and the Beanstalk Play Script

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

Giant: Lay me a golden egg.

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

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

Scene 3 (in the castle & at home)

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

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

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

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

Narrator: The giant woke up!

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

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

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

Giant: (yelling) I'll get you!

Narrator: Jack reached the bottom of the beanstalk.

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

Jack: Mom, hurry! Give me an axe!

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

Jack and the Beanstalk

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

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

Giant: Ahhhhhh!

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

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

Jack: The magic beans grew into this huge beanstalk. So, I climbed to the top and found the giant's castle. I watched this hen lay a perfect golden egg.

Mother: Are you telling me the truth, Jack?

Jack: (smiling) Yes, Mom. You'll see.

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



Jack and the Beanstalk



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 2375 /In.39/PP.00.9/10/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : NIARMI HARIYANTI
Tempat/Tgl. Lahir : PINRANG, 25 Maret 1995
NIM : 13.1300.027
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : BULU, KEC. MATTIRO BULU, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING STUDENTS' SPEAKING SKILL BY USING ENGLISH DRAMA (A PRE-EXPERIMENTAL RESEARCH AT THE SECOND YEAR STUDENTS OF SMA NEGERI 7 PINRANG)"

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

02 Oktober 2018

A.n Rektor

Muh. Djunaidi
Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMAN 7 PINRANG**



Jln. Poros Pinrang Pare Km. 8 Kec.Mattirobulu Kab.PinrangTelp 3910355 Kode pos 91271
Email : sman7pinrang@gmail.com/sman7pinrang@yahoo.com

SURAT KETERANGAN PENELITIAN

No : 420 / 184-UPT SMA.7/PRG/DISDIK

Yang bertandatangan di bawah ini Kepala SMAN 7 Pinrang menerangkan bahwa :

N A M A : NIARMI HARIYANTI
N I M : 13.1300.027
JENIS KELAMIN : PEREMPUAN
A L A M A T : BULU, KEC. MATTIROBULU KAB. PINRANG
PROGRAM STUDY : PENDIDIKAN BAHASA INGGRIS

Benar telah melakukan penelitian dengan judul : *“ Improving Students Speaking Skill By Using English Drama (A Pre Experimental Research At The Second Year Students Of SMAN 7 Pinrang ” yang pelaksanaannya* dari tanggal 05 Oktober s/d 05 November 2018.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.



Pinrang, 11 Desember 2018
Kepala Sekolah

Drs. IKHWAN MATU, M.Pd.
NIP 19671231 199602 1 002



PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH

Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Pinrang, 03 Oktober 2018

Nomor : 070/ 604 /Kemasy.

Kepada

Lampiran : -

Yth, **Kepala SMA Negeri 7 Pinrang**

Perihal : **Rekomendasi Penelitian.**

di-

Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.2375/In.39/PP.00.9/10/2018 tanggal 02 Oktober 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : **NIARMI HARIYANTI**
NIM : 13.1300.027
Pekerjaan/Prog.Studi : Mahasiswi/ Pendidikan Bahasa Inggris
Alamat : Bulu, Kec.Mattiro Bulu Kab. Pinrang
Telepon : 085255798002.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "**IMPROVING STUDENTS' SPEAKING SKILL BY USING ENGLISH DRAMA (A PRE-EXPERIMENTAL RESEARCH AT THE SECOND YEAR STUDENTS OF SMA NEGERI 7 PINRANG)**" Yang pelaksanaannya pada tanggal 05 Oktober s/d 05 November 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**
Asisten Administrasi Umum


Drs. BAUSAWERIGADING
Pangkat : Pembina Utama Muda
Nip. 19601231 1988031087

Tembusan:

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab.Pinrang di.Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt. Wakil Rektor Bid.APL IAIN Parepare di Parepare;
7. Camat Mattiro Bulu di Lapalopo;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

CURRICULUM VITAE

NIARMI HARIYANTI. The writers was born on march 25th, 1995 at Pinrang, Kec.



Mattiro Bulu. She is the Second child in her family. She has only one sister. Her father's name is H. Teddy Haryanto and her mother's name is Hj. Hasnawati. Her educational background, she began her study 2001 in SDN 81 Mattiro Bulu, Kecamatan Mattiuro Bulu (Pinrang) and graduated on 2007, at the same year she registered at SMPN 1 Pinrang, Kec. Watang Sawitto, and graduated in 2010, at the same year she registered in SMAN 1 Pinrang,

Kec. Watang Sawitto, and graduated in 2013 she registered at Institute Islamic College (IAIN) Parepare at English Education Program and finished her study by title of skripsi "Improving Students' Speaking Skill by Using English Drama (A Pre-Experimental Research at The Second Year Students of SMA Negeri 7 Pinrang)"

PAREPARE