IMPROVING STUDENTS' SPEAKING SKILL USING MINI-DRAMA AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 BANGSRI

THESIS

Submitted as A Partial Requirements

For the degree of undergraduate in English Education

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Assalamu'alaikum Wr. Wb.

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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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ii

RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. Allah SWT, the God of the universe
2. My beloved parents (Mr. Sumali and Mrs. Yatemi) who always be the best motivators of their children. Thank you for your endless prayers and loves.
3. My almamater UIN Raden Mas Said Surakarta.
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5. Myself, who has tried doing the best to finish this thesis
6. All my siblings and my cute niece, as a mood maker
7. All of my friends, who have supported

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"La Tahzan Innallaha Ma'ana."

"Janganlah bersedih, sesungguhnya Allah SWT bersama kita."

(QS. At-Taubah: 40)

"The Best Way To Get Started Is To Quit Talking And Being Doing"
- Walt Disney -

PRONOUNCEMENT

Name   : Inung Fidi Astuti
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I hereby sincerely state that the thesis titled, **"Improving Students' Speaking Skill Using Mini-Drama at the Tenth Grade Students of SMA Negeri 1 Bangsri"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 16 June 2023

Stated by,

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vi

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The researcher realizes that this thesis still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo,   2023
The Researcher

Inung Fidi Astuti

TABLE OF CONTENTS

ABSTRACT

Inung Fidi Astuti, 2023. *Improving Students' Speaking Skill Using Mini-Drama at the Tenth Grade Students of SMA N egeri 1 Bangsri* Thesis. English Education Study Program, Faculty of Cultures and Language.

Advisor : Hj. Fitriyah Nurul Hidayati, M. Pd.
Key words : *Mini-Drama, Speaking, Teaching Speaking*

   This research aims to found out that using Mini-Drama can be improves students' speaking skill at the tenth grade students of SMA Negeri 1 Bangsri. This research the researcher focused on students' vocabulary in speaking skill and students' smoothness in speaking skill. While the implementation of mini-drama technique, it focused on several important elements of English. They are pronounciation, grammar, vocabulary, fluency and comprehension.

   The research design is quantitative research and the method is pre-experimental (one group of pretest-posttest design) research. The technique collected data is Pre-test and Post-test. The instrument that used by researcher is oral test. The researchers also used t-tests. The research was informal teaching learning while teaching speaking skill. The subject was taken by using systematic sampling technique.

   The result of this study explained the Mini-Drama on informal English Teaching Learning Process and the influence while using and applied mini-drama as a technique to improves students' speaking skill. Based on analyzing data in assessment of students' Vocabulary, the students got (6.77) score of post-test that higher than pre-test' score (5). It can be concluded that the use of Mini-Drama could improve the students' speaking accuracy with the percentage (35.5%). On the other assessment of students' smoothness, the students got (6.68) score of post-test that higher than pre-test' score (4.9). It is mean there is an improvement (36.32%) of students' speaking smoothness. Based on mean score pre-test and post-test of students' speaking accuracy and smoothness the students had improved. There were 11 (55%) students got fairy score, 8 (40%) students got fairy good score and 1 (5%) students got good score. The students became active and enjoy in speaking activity and they spoke smoothness, easily and automatically.

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses seven points. It includes background of study, identification of problems, limitation of problem, problem statement, the objectives of the study, the benefit of the study, and the definition of key terms.

A. Background of Study

Speaking is a verbal language used by people to communicate, express thought, ideas, opinion, and feeling in social life. Thornbury (2005:79) stated that speaking is cognitive skill, is the idea that knowledge becomes increasingly automated through successive practice. Speaking is a activity used by someone to communicate with each other. In this era, many skills are needed, including speaking, communicative, collaboration, and citical-thinking skills. Therefore, the application of speaking is very important for students who are still pursuing education, starting from kindergarten, elementary, junior high school, senior high school, and other level of education. One of them is senior high school. English is the compulsory subject at senior high school.

Today every school requires the goal of teaching speaking should improving student' communicative skills because english language is important for our lives. According to Ramelan in Heriyanto (2012), English as an international language is used to communicate, strengthen

and fasten relationship/ partnership among all countries in the world in all field such tourism, business, trading, sciences, technology, so on.

Although, english is not the first language in our country but an international language. So, students sometimes did not know the meaning of the text, they can't speak english corretly in their daily activity, they can't answer the question of english test, etc. In addition, most of them were shy and afraid of making mistakes in terms of pronounciation. And most of them speak with pause.

Those problems are the obstacle for English teacher to develop the competency of the students. So English teacher must use the appropriate technique to create the students enjoy, more enthusiastic and more confident in learning English, such as studying speaking English skills by using the creative technique. As the researcher know, some of school still use traditional method in teaching speaking. The teachers just give the material and expain it, give example and exercises. By spending much time in textual material, it is almost immposible to make student communicate well in english.

Based on pre-research conducted in SMA NEGERI 1 BANGSRI especially X class students and from the result of the students' first observation and interview, the researcher found that most of the students faced some problems when they study English, especially in speaking skill. The researcher had information that the students' motivation in learning English was low, especially in speaking English. The students also said

that they worried to make mistakes, both in pronouciation (how to speak) and mean (mean by word and sentence).

Reviewing the study of Prof. Nonny, Indri and Aprilia in 2020, and Nofila, Sudarsono and Luwandi in 2019, researcher found some differences between this studied and the current study. They are the research objective, the subject of the research, the research design, and the technique of collecting and analyzing data. Prof. Nonny, Mrs. Indri and Aprilia's study aimed to found the best learning strategies in learning the materials. The subject of the research was 107 students in English Department in fourth semester (2017), the University of Negeri Gorontalo. They applied a mixed method design. The methods are quantitative and qualitative to collect and analyze the data in a study by Creswell and Clark: 2011). The data were collected by using questionnaire and interview.

While Nofila, Sudarsono and Luwandi' study was conducted to investigate how Mini-drama improve students' speaking skill to the year-8 students at class A of MTsN 2 Pontianak in the academic year 2018/2019. The subject of the research was the English teacher and 39 students of class A in MTsN 2 Pontianak. This research was conducted through Classroom Action Research (CAR) in three cycles. In collecting the data, the researchers used field notes, observation checklist and speaking test as the tools of the data collection.

In contrast of the two previous studies above, this current study would explain about how Mini-drama as a teaching technique improves students' speaking skill. The researcher would not investigate the best

learning strategies to teach students' speaking skill. The researcher was interested to knowing more details how Mini-drama improves students' speaking skill. Using Mini-drama as an English teaching techniques which is apply in X Bahasa SMA Negeri 1 Bangsri. In the classroom, the students doing tedious activity in teaching English especially in speaking. It is an unexciting activity because the students read a simple conversation on their book for speaking activity, which make the students started to think that speaking as a tedious activity. The researcher would treat students using Mini-drama in informal learning process. The researcher got suggestion from English teacher to takes the students as participant.

The variety of teaching techniques will help learners to the higher motivation to learn english especially speaking. One of the tecniques in teaching speaking is Mini-drama (role play). According to Qing (2011), "Role Play is defined as the projection in real life situations with social activities". Ments (1999) also says, "In role play (Mini-drama) each players act as a part of social environment of the others and provides a framework in witch they can test out their repertoire of behaviors or study the interecting behavior of the group.

Ulas (2008 p.13) states that Mini-drama is a potential tool and it is applicable as a language learning technique to improve oral skills. Almond (2005, p. 16) states that Mini-drama makes the students explore some aspects of speaking such as the intonation patterns and sentence stress. A Mini-drama helps the students learn about the correct intonation and stress

4

when they started to speak with the others. Mini-drama can be applied to improve speaking skill.

According to Marley & Duff (2009), Mini-drama is like as performances by some people to show their communicated, through touch, facial expression and gestures. The Mini-drama technique focuses on group working that is able to build the students' bravely and communication ability with other people or friends because the students can share, discuss certain topic, give opinion or response from other students' opinion. D. Sudha Rani (2011) mentioned ".... by using Mini-drama, students can benefit throug increased interection with the material and each other". The Mini-drama technique also focuses on several important elements of english: pronounciation, grammar, vocabolary, fluency and comprehension. Based on the statement and reason above, the researcher interest to conduct a research entitled **"Improving Students' Speaking Skill Using Mini-drama At the Tenth Grade Students of SMA Negeri 1 Bangsri."**

B. Identification of the Problems

Based on the background of the study, there are problems may arise. The researcher identifies the problem as follows:

1. The students' motivation in learning English was low.

2. The students said that they make mistakes in pronounciation.

3. The students' bravery or self-confidence was low in speaking.

4. The students need other technique to learn English.

C. Limitation of the Research

Based on the background of the study above, the researcher limited the problem as follows:

1. The subject of this research is X Bahasa students of SMA Negeri 1 Bangsri.

2. In this research, the researcher just focused on informal teaching learning process use Mini-drama (role play) as an English teaching technique.

D. Problem Statement

Based on the background of the study, the research question can be formulated as follow:

1. Does Mini-drama improve students' speaking skill at the tenth grade of SMA Negeri 1 Bangsri?

E. Objective of the Research

The research objective is: to find out whether using Mini-drama can be improves students' speaking skill at the tenth grade students of SMA Negeri 1 Bangsri or not.

F. Benefits of the Research

Based on the objectives above, this study are benefits both theoretically and practically.

1. Theoretical benefits

Theoretical benefits of this study are follows:

a. The finding of this study is expected to be useful to give information about English teaching learning process using Mini-drama.

b. The finding of this study can help teacher to make the students more interest and motivate in learning English.

c. The finding of this research can be used as reference by another researcher who wants to conduct a research about an applying the technique of Mini-drama in English teaching process.

2. Practical benefit

Practically, the benefits of this study are follows:

a. The institution

The researcher hopes this researcher give positive input for the institution to improve the teaching practice of teacher to be more effective and efficient. So, quality of teaching and learning process in the institution can be increased.

b. The students

The finding of the students will help them have new motivation and spirit to learn English. They will find new learning style by using this technique. This study can help the students getting enjoy in the process of English teaching learning.

c. The teacher

The researcher hopes that the result of this study can be useful for the teacher as one of the resource material that interesting for teaching speaking process, especially teaching speaking using Mini-drama as a technique.

G. Definition of Key Terms

1. Mini-drama

Mini-drama is a technique that used in teaching English which the activity purposed to influence students to play and communicate based on their role in a role play. In role play, students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as real life situation so the students know the function of English itself in their daily activities. Gower (2005) states that Mini-drama is asking someone that they are either themselves or another person in a particular situations. A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, etc.

2. Speaking Skill

As one of the four main skills in English, speaking becomes an important skill in the teaching and learning skill in the classroom. Speaking is an English skill that must be learned by the students. According in Brown (2003), speaking is an oral communication between speakers and audiences that use to transfer information, ideas and feelings.

Two or more people are needed in the speaking process, one is a speaker who gives information and the other is listener who takes information.

3. Teaching Speaking

According to <u>Kumar</u> Vinod, teaching includes all the activities of providing education to other. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand students. The teaching means interactions between teacher as a knowledge source with students as knowledge receiver. The teacher should pay attention to some aspects in teaching speaking because it is very important to notice by students in order to speak fluently and clearly.

CHAPTER II

REVIEW ON RELATED LIRETATURE

A. Theoretical Description

1. Speaking

   a. Definition of Speaking

   Speaking is a process of communication between two persons or more in order to gain some information. Brown (1994) stated "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". Speaking is a skill that has been practiced by human when they were child in order to communicate with another person in native language. In the first stage of speaking, children tried to acquire their native language with listening to other people and they tried to process the language itself in their mind and applied it in speaking skill. Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is a productive skill which cannot be separated from listening. In the context of communication, we can find people who have their own role whether as a speaker and a listener. It is a concept of communication that appeared between one person to another to deliver ideas or share some information about anything toward an event.

According to Ladouse in Nunan (1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. From those explanations, the researcher concludes that speaking is an activity about what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. Moreover, speaking cannot be separated from listening aspect because speaking involves speaker and listener in built communication.

b. Component of Speaking

Students can always practice speaking English in order to speak it fluency and correctly. To be able to speak in English, there are many important components that we should know. Components are aspects of what students learn and how effectively people speak English fluently. Harris (1974) stated that the components of speaking competence include pronounciation, grammar, vocabulary, fluency, and understanding. There are components of speaking English skill from Harris as follow:

1.) Pronounciation

Based on Harmer (2007), the students must be able to pronounce phonemes properly, use appropriate stress and intonation patterns, and speak in connected speech in order to

speak fluently in English. The speaker must be able to pronounce the words and make meaningful physical sounds.

2.) Grammar

According to Fromkin & Rodman (1998), grammar is the sounds and the sound patterns that convey the main points of meaning, such as words, for connecting them to create better sentences. Grammar is the study of how words and their components work together to make sentences as well as structural relations in language. No one can develop language skills without grammar, and if a speaker does not understand the grammatical structure, he or she will not be able to communicate effectively. Therefore, grammar is helpful in speaking.

3.) Vocabulary

Another component that will improve the speaking skills is the vocabulary. Folse (2004) explain that vocabulary is a fundamental component of language. Vocabulary consists of single words, set phrases, variable phrases, phrasal verbs, and idioms. Communication will not run well if your vocabulary is low.

4.) Fluency

Harris (1978) said that the tempo of speech flow is known as fluency. When speaking, fluency describes the skill with which sounds, syllables, words, and phrases are connected together. Students must be able to communicate using the resources and

skills that they have, regardless of grammatical or other flaws, while speaking effectively.

5.) Comprehension

Comprehension is the last component of speaking. According to Harris (1974), comprehension is one of the components that require oral communication skills. Additionally, comprehension is a crucial thing. Both speakers highlighted the importance of understanding because it helps someone get information. Comprehension, the speaker must have a good way to make the listener understand their words.

c. Types of Speaking

As one of four English skills that must be mastered by students in English, speaking is a complex skill that has some types within. Every type determines the different function and characteristics with one and another. According to changing.org there are four types of speaking, such as:

1.) Informative speaking, Informative speaking seeks to inform. Its goal is that the listeners understand something in the same way that the speaker understands that subject. In this way, the speaker is sharing meaning and ways of understanding. Informative speaking uses facts, data, logic, evidence and other solid information and structured presentations to help the listeners understand and remember the information presented.

13

2.) Invitational speaking, is often similar to informative speaking, but adds judgment into the mix. The 'invitational' element is hence an invitation to listeners in agreement or evaluation of some sort. This evaluation may be of an idea, another person, an event, an object of some kind, an event or anything else who which judgment may be applied.

3.) Dispositional speaking, Dispositional speaking is more persuasive in intent than invitational speaking in that it seeks to gain agreement on an attitude, value or belief. This can be a very difficult thing to do as to change such deep drivers can often be, in effect, to change the person and who they are, recreating their identity.

4.) Actuation speaking. Actuation speaking seeks to get people to act, to perform in some way. In practice this can be easy for simple actions and hardest of all for actions that the person may not normally undertake. In this way, actuation speaking can be considered to be the ultimate in persuasive speaking. In its more difficult form, actuation may well be preceded by other forms of speaking, as you may need people to understand, agree with a judgment and even change what they believe before they will take the actions you propose.

d. Teaching Speaking

Before jump to the context, it is better to know what is teaching? According to Kumar Vinod states that definition of teaching and its characteristics teaching includes all the activities of providing education to

other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand students. His duty is to encourage students to learn the subjects. So, teaching means interactions between teachers as a knowledge source with students as knowledge receiver. So, what is meant by teaching speaking according to Hayriye Kayiin, Teaching Speaking: Activities to Promote Speaking in a Second Language, teaching speaking is to teach English students to:

a) Produce the English speech sounds and sound patterns

b) Use word and sentence stress, intonation patterns and the rhythm of the second language.

c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d) Organize their thoughts in a meaningful and logical sequence.

e) Use language as a means of expressing values and judgments.

f) Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

According to those meanings of speaking above, the teacher should pay attention to some aspects in teaching speaking because it is very important to notice by students in order to speak fluently and clearly.

Based on Goh & Burns (2012), an important part of a teacher's goals is to help their students acquire language and skills that they can't acquire on their own. When they communicate using spoken language, an educator should be aware of the students' needs and the challenges they

15

experience. It is important for a teacher to think about how to adopt the most effective technique for teaching and learning proses in a classroom.

e. Function of Speaking

As a productive skill, speaking has some functions. The mastery of speaking skills in English is a priority for many second and foreign language learners because speaking is a communicative skill that has to be mastered to build interaction with other people. According to Brown and Yule there are three function of speaking, "…three part version of Brown and Yule's framework (after Jones 1996 and Burns 1998) talks as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."

1.) Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2.) Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly

and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3.)   Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, and so on.

f. Problems in Speaking

For students in Indonesia who learn English as foreign language, speaking English becomes a challenge that must be faced not only for students but also for English teachers. For teacher, he/she may find students in various characteristics and differences. It becomes problem when the teacher deal with students whose passive characteristic and they are not easy to interest toward the material. In this case, teacher should identify the characteristic of student itself and find out the best method or way to teach them in appropriate way. The attempt that teacher could applied to overcome students' lack of attention problem is, teacher needs to encourage students to speak up through implement the interactive learning because it will motivate students to speak up and also will create a communicative class room atmosphere.

g. Assessing Speaking

Brown (2003:167-176) suggests assessment tasks for interactive speaking (interpersonal and transactional):

1.) Interview

When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

2.) Role Play

Role playing is popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for the test takers to use discourse that might otherwise be difficult to elicit.

3.) Discussion and conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score, but as informal techniques to assess learners, they offer a level of authenticity and spontaneity that other assessments technique may not provide.

4.) Games

Among informal assessment devices are a variety of games that directly involve production. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new difficult material is much less threatening that it is ordinarily.

Assessment on speaking can be a very judgmental issue, in which people tend to related on native or nonnative speakers on the basis of pronounciation (Luoma,2004). Additionally, Nunan (1999:202) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/ cultural competence. It demands the speakers to use the language appropriately to the context.

This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary, depend on the types of speaking assessed. Then, what should to be tested by Nunan (1999), they are as follows:

1.) Grammar

The takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2.) Vocabulary

The range, precision and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3.) Comprehension

19

Understanding the context of the conversation and able to give appropriate response according to the question.

4.) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

5.) Pronounciation

Pronounciation deals with how often errors in pronounciation occur and how the pronounciation aspect interfere the communication are the criteria of the assessment.

6.) Task

Task deals with finishing the command given during the speaking test. Like all the score, speaking score must be dependable, fair and above all useful for the intended purposes (Luoma, 2004).

h. Characteristics of Successful Speaking Activities

Encouraging students to be able to speak English fluently is not an easy matter. There are some difficulties for the students in speaking activities. Ur (1996:121) states that there are four problems which may hamper the successful of speaking class. Those are as follows:

1.) Inhibition

Speaking require real context and exposure to audiences. This often makes students inhibited in speaking in front of others. Students may be worried or afraid of making mistakes and being humiliated.

2.) Nothing to say

Students often cannot think and find any words to say even though they may have some vocabularies and knowledge about the topics.

3.) Low or uneven participation

Speaking class may face this problem especially in big classes. Students must wait for their turn to speak and before they have chance to speak, the time is over. A talkative or smart student who dominates the speaking class will make this problem worse.

4.) Mother tongue use

The use of native language during speaking activities will hamper the use of the target language. In order to create a successful speaking class and to solve the problems mentioned above, Ur (1996:121-122) suggests the teacher to use some activities as follows:

1.) Use group work

Brown (2007:178) states that group work can prompt interactive language, offer a comfortable affective climate, promote students responsibility and a move toward individualizing instruction.

2.) Base the activity on easy language

Teachers should recognize the level of the students' language and provide an easy activity to recall and produce.

3.) Make a careful choice of topic and task to stimulate interest

Teachers should choose an interesting topic and task for the students in order to motivate their interest in the activity provided.

4.) Give some instructions or trainings in discussion skill

Giving instruction or training on how discussion should be performed will ensure that the activities work well. There should be clear rules how discussion will be done and each students is given specific roles to get involves in it.

5.) Keep students speaking in the target language

Teachers should monitor the students in speaking class to make sure they speak well at their best ability. To help teachers do this job, they can ask some students to monitor the others in turn.

Ur (1999:120) says that the characteristics of a successful speaking activity are as follows:

1) Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even: Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are fairly distributed.

3) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

4) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2. Mini-drama

a. Definition of Mini-drama

There are some experts who determine the definition of Mini-drama which has several differences and similarities. Here are some points of view toward role paly according to the experts. According to Gower (2005) "Mini-drama is asking someone that they are either themselves or another person in a particular situation. A Mini-drama is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context." Here, the writer concludes that Mini-drama is an activity which involves students in communication each other through acting a role. Mini-drama also has the number of possibilities for communication practice, students are no longer limited to the script or text that they

have in Mini-drama because they can improvise the dialogue based on their language style.

Mini-drama provides a perfect opportunity for working on language generally, and pronunciation in particular careful study on the script (if one is used) is necessary before performance of it, and in particular, the ways in which stress placement contributes to the meaning of the lines, clearly it makes sense to combine this with the study of particular grammatical structures and lexical areas (Kelly, 2000:84). The use of interactive Mini-drama techniques in language teaching helps us to discover things about ourselves and our world by seeing them through others' eyes. Mini-drama aims at bringing real life into the classroom. It becomes a powerful teaching and learning tool with profound positive effects on the students' cognitive, social, emotional, and physical development. The benefits of regular use of interactive Mini-drama techniques can merge into all school subjects and everyday life. Mini-drama is pedagogy that reaches students of multiple intelligences and different learning styles. It is a multi-sensory mode of learning that engages mind, body, senses, and emotions to create personal connections to the real world and helps to improve comprehension and retention (Prochazka, 2009:7).

Mini-drama is the more general term, encompassing both: role-play and simulation, as well as other types of activities, such as play reading, recitation, and improvisation. They are potentially highly language productive, can be adapted to different levels of proficiency

and for different topics, and because they allow learners experience autonomy in the speaking skill. They also have the added advantage of requiring few or no materials, and hence can be set up spontaneously and most teaching contexts (Thornbury, 2005:98).

Experts emphasize that using Mini-dramatic techniques, as a teaching technique is not the same thing as teaching theatre. Theatre is an art form, which focuses on a product, a play production for an audience. Mini-drama in the classroom – often referred to as creative Mini-dramatics to distinguish it from theatre arts – is informal and focuses on the process of Mini-dramatic enactment for the sake of the learner, not an audience. Classroom Mini-drama is not learning about Mini-drama, but learning through Mini-drama. Combs in Robbins (1988:2) explains "While Mini-drama is informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal Mini-drama's goals are based on pedagogical, developmental and learning theory as much or more than they are arts based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer."

Mini-drama is the form of composition designed for performance in the theater, in which actors take the roles of the characters, perform the indicated action, and utter the written dialogue (the common alternative name for a Mini-dramatic composition is a

play) (Abrams 1971:69). Based on Nicholson (2000), Mini-drama is the combination of thought, language and felling in range of energetic and creative ways, although there are recognizable practices in Mini-drama which students might acquire, reaching new understandings implies a creative and personal involvement with the work.

Mini-drama education, at its most inclusive, invites students not only to engage with the Mini-dramatic narratives of others, but also to find ways to communicate their own ideas. In Mini-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 Mini-drama, as all Mini-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, Mini-drama education is a living art form in which students might 'understand something new' about both their own lives and those of others.

A Mini-drama classroom remains a strong venue for learning to work in role and confirming its value in the practical sense. The teacher's role is defined as: helping students to form their ideas; helping students to test their ideas; helping students to communicate their ideas; and helping them to respond to different real life situations.

Teachers can use these skills for specific learning objectives by stepping into the fictional work of the students through using Mini-drama strategies, in particular, teacher in role.

Mini-drama in education becomes functional role-play. Functional role-play is frequently assumed to be of a lot of artistic order than 'Mini-drama as an art form'. It may indeed often be so, if the purposes of the functional role-play go no further than simple interactions for short-term pedagogic ends. However, study of these particular functional Mini-dramas is revealing: several use quite complex and elegant artistic structures. As is the case with many basic skills, one of the important periods to improve speaking skill is, incontrovertibly, during primary education. Speaking skills acquired and developed during primary education are significant with regard to both acquisition and permanence. Therefore, it is essential that efficient and effective teaching techniques 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 Mini-drama activities. No matter where this technique is applied, creative Mini-drama may be considered a technique of learning-a tool for self-expression, as well as art. The scope of creative Mini-drama may be briefly explained through six learning principles.

1) A student learns meaningful content better than other content.

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

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

4) A student learns best by doing and experiencing.

5) Effective participation is important in learning emotional conduct.

6) Learning becomes easier and more permanent in educational environments where there is more than one stimulus. (Abdulhak, 2008:876).

Meanwhile, interactive Mini-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 Mini-dramatization. Based on some definition above, the researcher concludes that the criteria in evaluating Mini-drama which is appropriate with speaking skill are: 1) voice; 2) memorization/improvisation; 3) facial expression/body language; and 4) blocking.

On the other hand, according to Jane Revell (1994) Mini-drama defined as an individual's spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the 'player' needs to come to grips with other participants' roles, not just his own. It can be described that in Mini-drama activity, an actor or

actress is given basic information about who he or she is, what he or she is like, and what he or she wants to do. A player must interact with others regarding to the situation to theirs.

Based on those definitions above, the researcher concluded that Mini-drama is a technique that used in teaching English which the activity purposed to influence students to play and communicate based on their role in a Mini-drama. In Mini-drama, students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as real life situation so the students know the function of English itself in their daily activities.

b. Types of Roles in Mini-drama

According to Ladousse (1997:13), he viewed that there are several types of role in Mini-drama. They are:

1.) The first is the roles which correspond to a real need in students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.

2.) The second type of role is the student plays themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passengers asking for information.

3.) The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television

29

journalist is a good example of this type and it is very useful kind of role taken from real life.

4.) The last type is fantasy role, which are fictitious, imaginary, and possible even absurd.

Based on Ladousse mentioned above that the roles in Mini-drama has some differences but overall, the aim of those types of role is similar, which is to train or practice students in order to deal with the unpredictable nature of language.

c. How to Apply

In applying a Mini-drama, teacher should prepare several things before he or she wants to apply Mini-drama in the classroom. They are, theme of a Mini-drama; teacher should determine what are themes (English material) that will be offered for students to play, scenario; scenario of a Mini-drama must be prepared by teacher and elaborated by students in order to give students' space in develop their creativity, equipment or tools in Mini-drama; students should prepare what tools that they want to use during the Mini-drama. After all those things had been prepared, then teacher divides students into several groups which consist of five people or more per group. After, grouping students, the teacher prepare a rubric of assessment in order to assess students' performance during Mini-drama activity. There are some points that teacher would be seen in assessing students' performance, such as; smoothness, accuracy, intonation and gesture.

Harmer (2007:343) states that, when during speaking activities, teachers must try to adopt a variety of roles. There are have three particular relevancies if we are trying to get students to speak fluently, those are:

First is prompter. As teachers, we should be able to guide students who are having problems, who still don't understand what to say next, or who have lost the fluency that we want from them. We can assist them by providing advice. Without disturbing or pressuring students to walk out of their roles in the discussion, this will decrease the feeling of frustration that some students experience when they reach a dead-end in language or ideas.

The second is participant. When teaching learners to improve their language skills, the teacher should be an excellent animator. In certain cases, this may be handled by organizing an activity in a clear and enthusiastic manner. Teachers may also like to join in interactions or role play themselves at other times, but they must be aware not to really get over themselves during these activities.

The last is feedback provider. The teacher's comment on the students' speaking is based on the teacher's politeness and the circumstances in which the criticism is given. When students are finished with an activity, the teacher may provide feedback on the activity's content and language use at the end of a meeting.

d. The Implementation of Using Mini-drama

In order to hold Mini-drama, the teacher must prepare some steps to make good performance. Siberman (1995) explain about the procedure for using Mini-drama' stage to teaching and learning activity:

1.) The teacher arranges or prepares scenario that will be performed by students. This scenario is important for the students to know the situations of their roles.

2.) The teacher appoints some students to learn about the scenario for several days before teaching and learning activity is being held. This purposed to give time for students to have them good preparation for acting.

3.) The teacher makes groups of students consist of five people or more per group. The teacher has to makes group in variant member due to their ability of speaking. This is purposed to collaborate the smart students with the low students.

4.) The teacher explains about the competence that will be achieved regarding to this activity. The teacher enlightens the students that from their performance, they will know some expressions and ideas according to their scenario and also they will know how to response it.

5.) The teacher calls a group of students who have been chosen to play prepared scenario. On the other hand, the teacher chooses the group to perform.

6.) Each student in his or her group observes the scenario that being performed.

7.) After finishing the performance, each student is given a work sheet for discussing each group performance.

8.) Every group which has performed gives conclusion about what scenario that has been performed.

9.) The teacher gives general conclusion. That is about the material that has been done by students in their Mini-drama.

10.) Evaluation, it is held by test to know their understanding in the material.

11.) Closing.

B. Previous Study

The research reviews some studies which have similar object of research. They are as follow:

The first previous study that researcher uses is "*Improving Students' Speaking Skill Using Mini-drama at the Eleventh Grade Students of Language Class of Man Yogyakarta in the Academic Year of 2012/2013*". By Ery Susilowati. The problem by Eny This study was action research, which aimed to improve the speaking skill of the eleventh grade students at MAN Yogyakarta I using Mini-drama in 2013. The researcher got the data by observing, the teaching learning process during the implementation of the action, taking video of the teaching and learning process in the class. While this current study is experiments research, which aim to improve students'

speaking skill of the X Bahasa of SMA Negeri 1 Bangsri using Mini-drama. This research got the data by observing, interview and taking video. The students' skill increases after they tried to learn speaking through Mini-drama technique. They were confident and enthusiastic in speaking practice. This implies that the implementation of Mini-drama technique gave positive effects to the improvement of students' performance and achievement in the speaking learning process.

The second study entitled *Developing Students' Speaking through Mini-drama Performance of SMK Negeri 1 Metro* was conducted by Suci Lestari in 2018. This research was conducted to reveal the significant difference in students' speaking skill before and after the implementation of Mini-drama, to found out the aspects of speaking skill improve the most, and to reveal the aspects of Mini-drama performance the most. The research is quantitative research. The design of this research is quasi-experimental research with one group pre-test post-test design. The samples, who were taken purposively, were 28 students of the tenth grade. The instruments used in this study were speaking pre-test and post-test in Mini-drama performance. The result of data analysis indicates that students' mean score of post-test is higher than that of pre-test. The implementation of Mini-drama gives significant difference in teaching speaking. Based on calculation, the researcher found out that the aspect of fluency in speaking skill as the second research question and voice in Mini-drama performance as third question can be clarified that improve the most in this research.

The third study entitled *Students' Learning Strategies in English Speaking Class* was conducted by Prof. Nonny, Indri and Aprilia in 2020. The research aimed to elaborate on the kinds of students' learning strategies in the English speaking class and to identify the factors that caused students to choose that learning strategy. This research was design by applying a mixed method from quantitative and qualitative to collect and analyze the data in a study. The data were collected by using questionnaire and interview. The subjects of the research are 107 students of the fourth semester in English department. The result of the research shows that the students of English department applied almost the learning strategies which provide on the metacognitive, cognitive, and socio-affective strategies while learning English.

The last study entitled *The Use of Mini-drama to Improve Students' Speaking Skill* was conducted by Nofila, Sudarsono and Luwandi in 2019. The research was conducted to know how Mini-drama improves students' speaking skill to the year-8 students at class A of MTsN 2 Pontianak. This research was conducted through Classroom Action Research (CAR) in three cycles. The subject of this research was the English teacher and 39 students of Class A in MTsN 2 Pontianak. The research of collecting data used field notes, observation checklist and speaking test. The result showed that using Mini-drama improves students' speaking skill. The students and teacher's behavior improved by using Mini-drama as the technique to teach speaking skill especially in asking and giving information about a person's ability.

Table 2.1 The Similarities and Differences of the Current Study and the Previous Studies.

No	Previous Study	Similarities	Differences
1	Ery Susilowati	The topic	The research objective, the research subjects, the research design, the technique of collecting data and the technique of analyzing data.
2	Suci Lestari	The topic, the technique of analyzing data, the technique of collecting data.	The research objective, the research object, the research design.
3	Prof. Nonny B. et al	The topic	The topic, the objective, the research design, the technique of collecting data, the technique analyzing data.
4	Nofila C. et al	The topic	The research objective, the research subject, the research design, the research of collecting data, and the research analyzing data.

C. Research Hypothesis

The researcher formulates hypothesis that are tested. They are as follow:

1. The alternative hypothesis (H1) that Mini-drama Effective to improve students' speaking skill.

CHAPTER III

Methodology of Research

A. Research Design

The researcher was applied quantitative research and the method is pre-experimental (one group of pretest-posttest design) research. The quantitative research is a structed way of collecting and analysis data from various sources. The purpose is conclusive as it seeks to quantify the problem and understand its extent. Leedy & Ormrod 2001; Williams, 2011, in Oberiri Destiny Apuke states that describe the research methodology as the holistic steps a researcher employin embarking on research work. Quantitative research method deals with quantifying ang analysis variebles in order to get results.

Experimental research is a study conducted with a scientific approach using two set acts as a contstant, which use to measure the differences of the second set. Sugiyono (2019: 107) said that experimental resarch method is a method wich is two findout the impact certain treatment towards others in controlled condition. The researcher uses pre-experimental design with the gourp of pretest-posttest desidn as a design model. The researcher uses this design because there is pretest before the researcher gives a treatment. The result of treatment can be known more accurate because, it can be compered with situation before students get treatment.

Table 3.1 Pre-experimental (one group pre-test post-test) Design

Pre-test	Treatment	Post-test
O1	X	O2

Explanation:

O_1 = Score of pretest, before treatment

O_2 = Score of posttest, after treatment

X   = Treatment

B. Setting of Research

2. Setting of Place

The place setting of this research was held in SMA Negeri 1 Bangsri. The researcher was taken research in a village which is called Kancilan. The researcher conducted a treatment out of formal learning.

3. Setting of Time

The researcher took the time of research. This research was coducted from January 2020 until June 2023. The detail timeline presents in this following table:

Table 3.2 Research Schedule Planning

No	Activities	01/2020				02/2020				06/2023			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Create proposal	█	█	█	█	█	█	█					
2	Pre-research								█				
3	Examination of proposal										█		
4	T-Test Oral											█	
5	Arranges thesis												
6	Examination of munaqosyah											█	

C. Population and Sample

1. Population

"Population is the large group we wish to learn something about" (Borg,1989, p. 216). And Creswell (2008) states that "a population is a group of individual with the same characteristic. The population of this resesrch is X Bahasa. The number of the students are 40 students.

2. Sample

Sample is the subjects of a research. The researcher took 20 students of X Bahasa as the research sample. The sample was taken by using systematic sampling technique. The systematic sampling is a technique which takes sample based on researcher needs. The reseaecher needs the students who have standard speaking skill.

D. Instrument of research

In collecting the required data, the researcher applied oral test that given twice, the first was in pre-test and the second was in post-test. The form of test was Mini-drama texts.

E. Research Variables

In the research, the researcher used two variables. They are independents variable and dependent variable. The independent variable in this research is implementation of mini-drama techniques. Meanwhile, the dependent variable is the students' speaking accuracy with the pronounciation and smoothness as the indicators.

F. T-Test

A test is a common instrument used by teachers to measure their students' learning outcome. It is defined as "a method of measuring a person' ability, knowledge, or performance in given domain" (Brown, 2003, p. 4). Weir (2005: 60) urged that teachers or test makers have to ensure that a test results scores which are an accurate reflection of an examinee's ability in a specific area.

When to use a t-test by Graham Hole (2009:1)? The simplest experimental design is to have two conditions: an "experimental" condition in which subjects receive some kind of treatment, and a "control" condition in which they do not. We want to compare performance in the two conditions. Sometimes, the difference between the two conditions is very clear-cut: our experimental treatment has made a clear difference to subjects' behaviour. More often in psychology, the difference between the conditions is not so obvious; in these circumstances, use of a t-test can help us to decide whether the difference between the conditions is "real" or whether it is due merely to chance fluctuations from one time of testing to another. The t-test enables us to decide whether the mean of one condition is really different from the mean of another condition.

There are two versions of the t-test as follows:

(a) Dependent-means t-test (also known as the "matched pairs" or "repeated measures" t-test): use this when the same subjects participate in both conditions of the experiment.

(b) Independent-means t-test (also known as an "independent measures" t-test): use this when you have two different groups of subjects, one group performing one condition in the experiment, and the other group performing the other condition.

In both cases, we have one independent variable (the thing we manipulate in our experiment), with two levels (the two different conditions of our experiment). We have one dependent variable (the thing we actually measure).

G. Technique of Collecting Data

In collecting data, the researcher applied the mini-drama techniques in informal learning process. The students and the researcher were studied independently since our first meetings. It is because the limit-times while the corona pandemic was exist. The research was conducted in three meetings. The first meeting, researcher was given pre-test form the texts of mini-drama. The second meeting, the researcher applied mini-drama in speaking learning process. The last meeting, the students had been performed mini-drama with bravery and more enjoy while spoken. The researcher also used some procedures as follows:

1. Pre-test

The researcher gave test to the sample before applying Mini-drama as a pre-test to measure the prior knowledge of the students.

2. Treatment

In giving treatment, the researchers carry out the class meeting. The ways of the researcher in presenting the materials in the classroom interaction are as follow:

1) The researcher showed the text of Mini-drama.

2) The researcher explained about text of Mini-drama.

3) The researcher asked questions to the students toward the story of Mini-drama.

4) Students answered explained their idea and thought based on the text of Mini-drama in target language as much as they can.

5) Students read the text of Mini-drama.

6) The researcher has corrected the students' mistake and pronounciation-error while speaking.

3. Post-test

After giving the treatment, the students were given a post-test and the researcher distributed the post-test sample.

4. Comparing the result between pre-test and post-test.

The comparison between pre-test and post-test were used to know whether using Mini-drama was effective to improve the students speaking skill.

H. Technique of Analyzing The Data

In analyzing the collected data, the researcher used prertest and posttest. According to Layman in Hartina (2013), there are two assessment. They are the assessement of speaking accuracy and the assessment of speaking fluency.

1. The Assessment of Speaking Accuracy

Table 3.3 the assessment of speaking pronounciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak English clearly and excellent in every words and sentences.
Very Good	8.6 – 9.5	They speak English very good in every words and sentences
Good	7.6 – 8.5	They speak English good enough in every words and sentences
Fairly Good	6.6 – 7.5	They speak English sometimes hasty bur fairy good in every words and sentences
Fair	5.6 – 6.5	They speak English sometimes hasty fair in every words and sentences
Poor	3.6 – 5.5	They speak English very hasty and sometimes very low in every words and sentences
Very Poor	0.0 – 3.5	They speak English very hasty and very low volume in every words and sentences

2. The Assessment of Speaking Fluency

Table 3.4 The assessment of Smoothness

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.

Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentence are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

3. The researcher also clasified the students' score into some clasification.

Table 3.5 the classified of the students' score

Score	Classification
9.6-10	Excellent
8.6-95	Very Good
7.6-8.5	Good
6.6-7.5	Fairly Good
5.6-6.5	Fair
3.6-5.5	poor
0-3.5	Very poor

The researcher Found out the students' mean score of the pretest and posttest. The researcher used formula by Gay (1981: 331):

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

$\bar{X}$ = The mean score

$\sum X$ = The sum of all score

N = The total number of student

Table 3.6 The Criteria for the Hypothesis Testing is follow:

Comparison	Hypotesis	
	H0	H1
t-test<t-table	Accepted	Rejected
t-test->t-table	Rejected	Accepted

The table above show if (1) the best value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher finding presents data which is found during research. It explained the Mini-drama on English Teaching Learning Process and the influence while using and applied Mini-drama as a technique to improves students' speaking skill. The students' improvement canbe seen clearly in the following explanation:

The data were collected through carrying out speaking test and it was assisted and considered by inter-raters. The researcher analyzed the data obtained from the students. The data consisted of the result of pretest and posttest. Moreover, in this chapter, the finding of this research described the improvement of students in pre-test and post-test, the frequency and percentage of students score and the t-test value.

1. The improvement of students' vocabulary in speaking.

The improvement of the students speaking accuracy at the X Bahasa SMA Negeri 1 Bangsri by the use Mini-drama was presented clearly in the following table:

Table 4.1: Improvement of the students' vocabulary in speaking skill

No.	Test	Mean Score	Improvement
1	Pre-Test	5	
2	Post-Test	6.77	

The table shows that the students' speaking accuracy in the result of calculating of students' pre-test and post-test by the use of Mini-drama in speaking. The mean score of students' pre-test is different between the mean score of students' score in post-test. The students' score in pretest (5) was different from the post test (6.77). It means that the mean score of the post test was greater than the pretest. Based on the result, it can be concluded that the use of Mini-drama could improve the students" speaking accuracy with the percentage (35.5%).

Figure 4.1: Improvement of the students' vocabulary
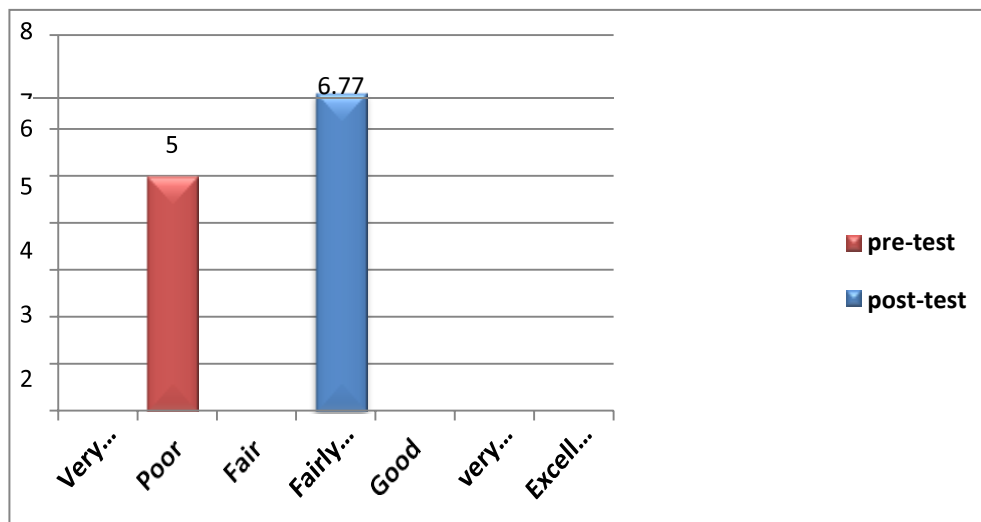
2. The improvement of students smoothness in speaking.

After analyzing the score of students' speaking fluency in pre-test and post-test, the researcher presents the result in the following table:

Table 4.2: Improvement of the students' smoothness in speaking skill

No.	Test	Mean Score	Improvement
1	Pre Test	4.9	36.32%
2	Post Test	6.68	

The table above shows the students' improvement in speaking fluency. The mean score of students' in pre-test was different between the means score of students' score in post-test. The students' score in pre-test (4.9) was different from the post test (6.68). The students' score in post-test is greater than the students' score in pre-test. Based on the result, there is an improvement (36.32%) of students' speaking fluency. It can be concluded that the use of Mini-drama could improve the students' speaking fluency.

Figure 4.2: improvement of the students' smoothness
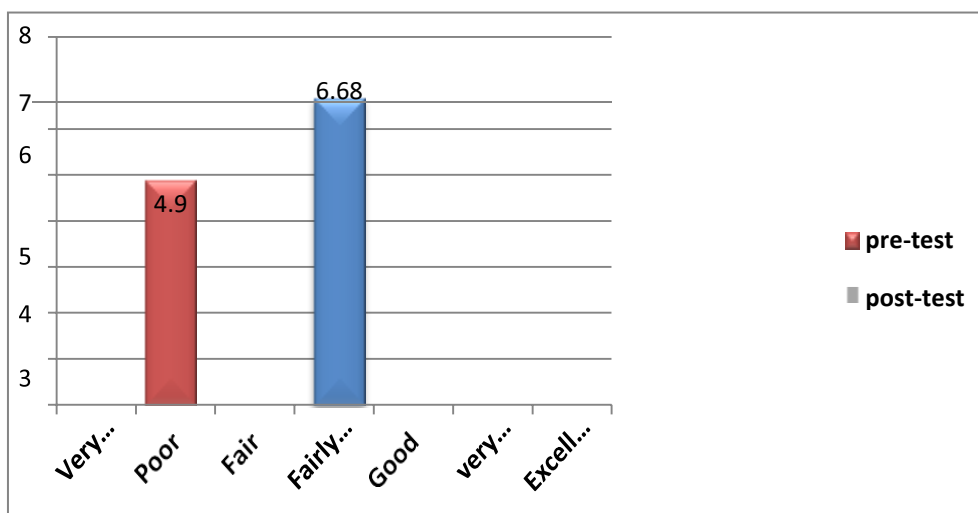
After calculating the students' result in speaking accuracy and fluency, the researcher calculated the students' pre-test and post-test

which was presented in the following table:

Table 4.3: The Students' Result in Speaking

No.	Test	Mean Score	Improvement
1	Pre-Test	4.95	
2	Post-Test	6.72	%

Based on the table above, the students' score in pretest (4.95) was different from the post-test (6.72). It means that the mean score of the post-test was greater than the pre-test. It can be concluded that the use of Mini-drama was effective to improve the students' speaking skill with the percentage (35.90%).

Figure 4.3: The students' Improvement in Speaking Skill
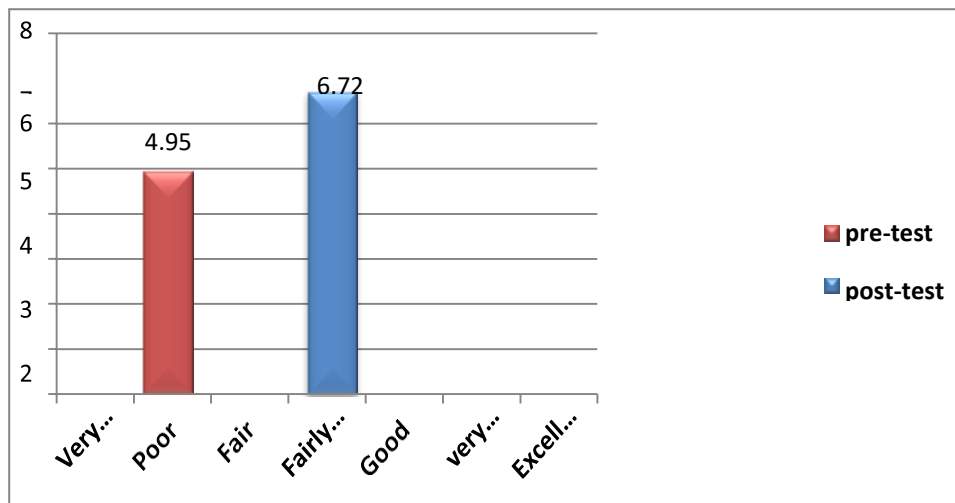
3. The Frequency and rate percentage of the students' score

The frequency and rate percentage of the students' score presents the result of the students speaking achievement in term of accuracy and fluency by the use of Mini-drama. The students' scores of pre-test and post-test were classified into some criteria. They were presented in table below:

Table 4.4: The Criteria Students' Score

No	Classification	Range	Pre-test F	Pre-test (%)	Post-test F	Post-test (%)
1.	Excellent	9.6 – 10				
2.	Very Good	8.6 - 9.5				
3.	Good	7.6 - 8.5			1	5 %
4.	Fairly Good	6.6 - 7.5			8	40 %
5.	Fairly	5.6 - 6.5	6	30 %	11	55 %
6.	Poor	3.6 - 5.5	14	70 %		
7.	Very Poor	0 - 3.5				
Total			20	100 %	20	100%

Based on the table above, it shows that in the pre-test there was 6(30%) student of the 20 students classified into "Fairly" score, and then 14 (70%) of and none of the students classified into "Excellent", "Very Good", "Good" ,"fairly good" and "Very Poor"

scores. In the other side, in post-test can be seen that there were 1 (5%) of the 20 students classified into „Good" score, 8 (40%) of them classified into "Fairly Good" score, 11 (55%) of them classified into "Fairly" score, and none of the students classified into "Excellent", "Very Good" , "poor" and "Very Poor" scores.

Figure 4.4: The percentage of the students' score
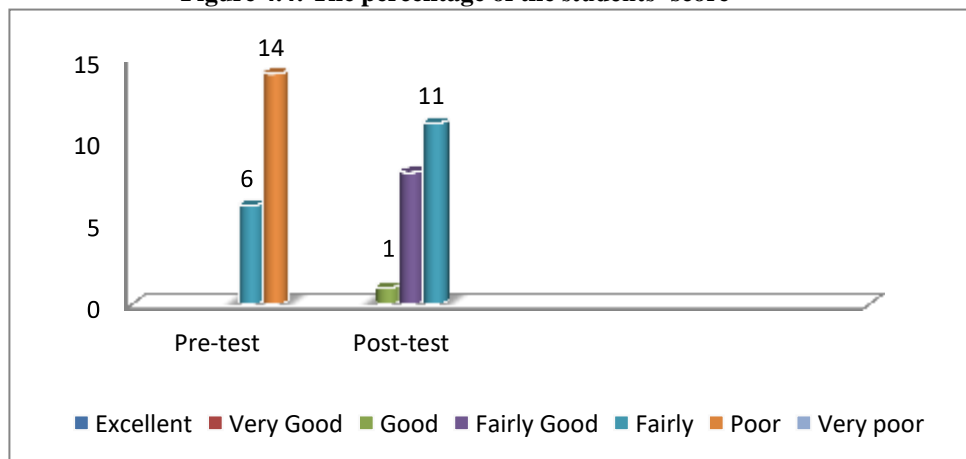
4. **Test of Significance in the Students' Speaking**

To know the significant difference of the students" result in pretest and posttest, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N= number of sample (20 students) or (df is (N-1) 20-1 =19). Then, the value of t-table is 2.093 (See clearly the t- table in appendix). The following table shows the result of t-test calculation:

Table 4.5: T-test of the Students Speaking

T-test	T-table	Comparison	Classification
9.15	2.093	T-test > T-table	Significant

The table above shows that the value of t-test (9.15) was greater than the value of t-table (2.093) for the level of significance (p) = 0.05. It indicated that there was a significant different between the pretest and posttest of the students' speaking skill in term of accuracy and fluency.

5. **Hypothesis Testing**

The result of the statistical analysis for the level of significance (p) = 0.05 with degree of freedom (df) = N − 1 = 19 where N = 20 students. The value of t- test was higher than the t-table (9.15>2.093). It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. In other words, Mini-drama can be used to improve speaking skill.

B. **Research Discussion**

In this part, the researcher presents the discussion with the interpretation of the research findings that gained from the result of data analysis that has been presented in the previous section

The description of the data collected from students' speaking in term of accuracy and fluency in the previous section showed that the students' speaking skill had improved. It was supported by the mean score and percentage of the students' result in pre-test and post-test. It was also proved by the mean score of students' speaking in post-test (6.72) was greater than pre-test (4.95) with the percentage of

improvement (). Based on the findings above, the use of Mini-drama affected the students' mean score which was greater in post-test rather than before teaching them by using Mini-drama

Based on the previous findings research, Muamanah (2010), the result of the action shows that using Mini-drama can improve vocabulary mastery. The implementation of Mini-drama is reasonable because it can give the students a great motivation in learning vocabulary. It was supported by the mean score of the

Students' speaking in post-test (74,19) was greater than pre-test (72,57). Besides Nila (2012) found that Mini-drama improved the students speaking skill by the mean score in post-test was (3,72) and pre-test was (2,67). It means that mean score of post-test was greater than pre-test. So, it could be concluded that this method can improved the students' speaking skill. After comparing the previews research findings, it can be concluded that by the use of Mini-drama could be improved the students' speaking skill.

1. The Improvement of the Students' Speaking through Mini-drama

The research finding indicates that the students speaking achievement by used Mini-drama shows the improvement of the students speaking skill in terms of fluency and accuracy. The findings of speaking accuracy indicated from the mean score in pre-test (5) to () in post-test with the percentage of improvement (). The findings of speaking fluency indicated from the mean score in pre-test (4.9) to ()

in post-test with the percentage of improvement (%).

Based on the pre-test result, the students' speaking score in term of accuracy and fluency consist of 20 students where none of the students got excellent, very good, good, fairly good and very poor score. There were 14 (70%) students got poor score and 6 (30%) students got fairly score. Most of the students got poor score in pre-test because they were confused and spent much time to think about the vocabularies. Repeating the words and fillers often done by them. When the students spoke, they were halting and hasty in smoothness.

After giving pretest, the researcher gave the treatment by using Mini-drama.The researcher taught students by using Mini-drama. At beginning the researchers showed text of Mini-drama and then explain it generally. After that, the researcher asked some questions about the texts. The students must actived to heard and answered the questions with the right answered and using suitable vocabulary.

After giving the treatment, the students' speaking accuracy and smoothness had improved. It could be seen in the table 4.1 and 4.2 from the mean score and improvement percentage of pretest to post test. As the post test result, the students' speaking score in term of accuracy and fluency consist of 20 students where none of the students got excellent, very good, poor and very poor score. There

were 11 (55%) students got fairly score. 8 (40%) students got fairly good score. 1 (5%) students got good score. Based on the post test result, the students showed the improvement of vocabulary both of the use of appropriate vocabulary they also minimized the halting and hasty in smoothness. The students became active and enjoy in speaking activity they spoke fluently, easily and automatically. They were minimized to think for a long time to produce words.

After using Mini-drama, the researcher found that such this method was effective to use in the informal class. This assumption was stated with evidence. During the applications process of treatment, the researcher saw that the students were more interested to the material that the researcher presented. Based on the result of speaking process, the students speaking skill was increased. It was proved by the result of posttest in terms of fluency and accuracy.

2. The Significance of the Students' Speaking

The data described shows that the students' score is success to improve the students" speaking accuracy and fluency by used Mini-drama is improvement is also followed by the significance. After calculating the value of t- test, it was compared with the value of t-table. The t-test value (9.15) was greater that t-table (2.093) for the degree of freedom (df) = N-1 (20-1) = 19 and the level of significance (p) = 0.05. It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. On the other

hand, the researcher concluded that the students' speaking score improved in term of accuracy and fluency at the X Bahasa students of SMA Negeri 1 Bangsri

Based on the t-test result, the researcher found that there was a significant difference between pretest and posttest. In the other word, it could be concluded that the use of Mini-drama was effective to improve the students' speaking skill in term of accuracy and fluency at the X Bahasa SMA Negeri 1 Bangsri.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the findings and discussion in the previous chapter, the researcher takes conclusions. First, the use of Mini-drama in teaching speaking skills can improve the students speaking accuracy in term of vocabulary at the X Bahasa SMA Negeri 1 Bangsri. It is proven by the students means score of accuracy in post-test is greater than their mean score of accuracy in pre-test (5>6.77) and the improvement of the students' accuracy in speaking skill is 35.5 %.

Second, the use of Mini-drama in teaching speaking skill can improve the students speaking fluency in term of smoothness at the X Bahasa SMA Negeri 1 Bangsri. It is proven by the students means score of accuracy in posttest is greater than their mean score of accuracy in pre-test (4.9>6.88) and the improvement of the students' accuracy in speaking skill is 36.32%.

By seeing the alternative of students improvement classification proved that using Mini-drama had developed students' speaking skill. This technique could help the students in improving their vocabulary and smoothness in speaking skill.

B. The Suggestion

Based on the conclusions, the researcher gives some suggestion as follows:

1. For the teachers

   a. The teacher should continuously create various strategies in giving assignment for the students.

   b. The use of Mini-drama is one of the methods that can be considered in teaching English in order to help the students speaking skill.

   c. The teachers should be more highly motivated to practice the use of Mini-drama

2. For the students

   a. The students should be diligent to practice their speaking not only in the classroom context but also in their daily life

   b. The students are expected to improve their intensity in speaking skill through Mini-drama

3. For the next researcher

   1. The result of this research can be also used as an additional references for the further research.

   2. There are still many things that have to be observed by the next researchers related to the English subject in speaking skill.

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A. Data Analysis

Appendix 1

The result of Students' Speaking skill in Pre-test

No	Sample	Accuracy (Vocabulary)	Fluency (Smoothness)	Mean Score X1	Classification
1	S1	5.10	5.7	5.4	Poor
2	S2	5.10	5.7	5.4	Poor
3	S3	4.5	4.5	4,5	Poor
4	S4	3.5	4.5	4.0	Poor
5	S5	5.6	4.5	4.24	Poor
6	S6	4.0	3.8	4.65	Poor
7	S7	5.6	5.8	4.7	Poor
8	S8	4.0	5.9	4.95	Poor
9	S9	5.6	3.6	4.6	Poor
10	S10	3.6	3.6	3.6	Poor
11	S11	3.9	3.8	3.85	Poor
12	S12	5.6	3.6	4.6	Fairly
13	S13	6.5	6.6	6.55	Poor
14	S14	5.10	6.6	5.85	Poor
15	S15	6.6	6.6	6.6	Fairly
16	S16	6.5	5.7	6.1	Fairly
17	S17	6.5	5.6	6.05	Fairly
18	S18	5.10	4.5	4.8	Fairly
19	S19	4.10	3.7	3.85	Fairly
20	S20	5.7	5.7	5.7	Poor
Total Score (Σ)		100	98	$\sum X1 = 99$	
Mean score (X)		5	4.9	4.95	

Appendix 2

The Result of the Students' Speaking Skill in Post-Test

No	Sample	Accuracy (Vocabulary)	Fluency (Smoothness)	Mean Score X2	Classification
1	S1	6.6	7.5	7.05	Fairly good
2	S2	7.5	7.5	7.5	Fairly good
3	S3	6.6	6.6	6.5	Fairly
4	S4	6.5	7.6	7.05	Fairly good
5	S5	7.5	6.0	6.75	Fairly good
6	S6	7.0	6.5	6.75	Fairly good
7	S7	6.5	7.5	7	Fairly good
8	S8	6.5	6.5	6.5	Fairly
9	S9	7.6	7.5	7.55	Fairly good
10	S10	7.5	5.6	6.55	Fairly
11	S11	6.0	7.0	6.5	Fairly
12	S12	5.5	6.5	6	Fairly
13	S13	5.5	6.5	6.55	Fairly
14	S14	6.6	6.6	6.6	Fairly
15	S15	6.5	6.6	6.55	Good
16	S16	6.6	6.5	6.55	Fairly
17	S17	8.5	7.0	8	Fairly
18	S18	6.6	6.0	6.25	Fairly good
19	S19	6.5	6.5	6.5	Fairly
20	S20	7.4	5.6	6.5	Fairly
Total Score (∑)		135.5	133,6	$\sum X2 = 134.55$	
Mean score (X)		6.77	6.68	6.72	

64

Appendix 3

The Students' Score in the Pre-test and Post-test

No	Sample	Pre-test (X_1)	Post-test (X_2)	D $(X_2 - X_1)$	D^2
1	S1	5.4	7.05	1.65	2.72
2	S2	5.4	7.5	2.1	4.41
3	S3	4.5	6.5	2	4
4	S4	4.0	7.05	3.05	9.30
5	S5	4.25	6.75	2.51	6.30
6	S6	3.65	6.75	3.1	9.61
7	S7	4.7	7	2.3	5.29
8	S8	4.95	6.5	1.55	2.40
9	S9	4.6	7.55	2.95	8.70
10	S10	3.6	6.55	2.95	8.70
11	S11	3.85	6.5	2,65	7.02
12	S12	4.6	6	1.4	1.96
13	S13	6.55	6.55	0	0
14	S14	5.85	6.6	0.75	0.56
15	S15	6.6	6.55	0.05	0.0025
16	S16	6.1	6.55	0.45	0.20
17	S17	6.05	8	1.95	3.80
18	S18	4.8	6.25	1.45	2.10
19	S19	3.85	6.5	2.65	7.02
20	S20	5.7	6.5	0.8	0.64
Total Score (Σ)		$\sum X1 = 99$	$\sum X2 = 134.55$	$\sum D = 36.76$	$\sum D^{2=84.73}$
Mean score (X)		4.95	6.72		

Appendix 4

Mean Score of Pre-test and Post-Test

1. Mean Score of the Students' Speaking Accuracy

Pre-test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{100}{20}$$

$$X = 5$$

Post-test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{135.5}{20}$$

$$X = 6.77$$

2. Mean Score of the Students' Speaking Fluency

Pre-test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{98}{20}$$

$$X = 4.9$$

Post-test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{133.6}{20}$$

$$X = 6.68$$

3. Total Score of the Students' Mean Score in Speaking

Pre-test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{99}{20}$$

$$X = 4.95$$

Post-test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{134.55}{20}$$

$$X = 6.72$$

Appendix 5

The Percentage of the Improvement of Students' Pre-test and Post-test

1. **The Improvement of the Students' Speaking Accuracy**

$$P = \frac{X2 - X1}{X1} \; X \; 100$$

$$P = \frac{135.5 - 100}{100} \; X \; 100$$

$$P = \frac{35.5}{100} \; X \; 100$$

$$P = \frac{3550}{100}$$

$$P = 35.5 \; \%$$

2. **The Improvement of the Students' Speaking Fluency**

$$P = \frac{X2 - X1}{X1} \; X \; 100$$

$$P = \frac{133.6 - 98}{98} \; X \; 100$$

$$P = \frac{35.6}{98} \; X \; 100$$

$$P = 36.32 \; \%$$

Appendix 6

Test of Significance Difference of Students' Score between the Score of the Pre-test and Post-test

1. T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma_D 2 - \frac{(\Sigma_D)^2}{N}}{N(N-1)}}} \quad \text{Where} \quad D = \frac{\Sigma \bar{D}}{N} = \frac{36.76}{20} = \mathbf{1.83}$$

$$t = \frac{1.83}{\sqrt{\frac{84.73 - \frac{(36.76)^2}{20}}{20(20-1)}}}$$

$$t = \frac{1.83}{\sqrt{\frac{84.73 - \frac{1351.29}{30}}{20(19)}}}$$

$$t = \frac{1.83}{\sqrt{\frac{84.73 - 67.56}{380}}}$$

$$t = \frac{1.83}{\sqrt{\frac{17.17}{380}}}$$

$$t = \frac{1.83}{\sqrt{\frac{17.17}{380}}}$$

$$t = \frac{1.83}{\sqrt{0.04}}$$

$$t = \frac{1.83}{0.2}$$

$$t = \mathbf{9.15}$$

B. The Instrument of Pre-test and Post-test

Appendix 1

NASKAH MINI-DRAMA BAHASA

INGGRI

S

Characters :

- Khairunnisa Dwi R.

- Khairunnisa Yuniherry

- Muthia Nova R.

- Nadia Fauzziyah

- Pipit Permatasari

- Saska Bendra S.

In a classroom there were two students always competend in learning. They always competed in every subject of study. But Pipit's score is always higher than Nadia,because of Nadia's envious and Nadia make a plan to setting up Pipit.

Nadia   : " I am really upset to Pipit"
Anis   : " Why ?"
Nadia   : " I don't understand,why she always got a high score in every subject! Maybe she used a talisman?''
Anis   : " Maybe''
Nadia   : " How about setting up her?"
Anis   : " Up to you"

Finally Nadia and Anis carried out their plan. *Kringggggggg….* (The bell is rang). And all students wereback to their own class and lesson began again.

Miss Nisa   : "Hello class"
Students   : "Hello miss"

Suddenly Muthia stepped forward and reported somethingto Miss Nisa.

Miss Nisa   : "Attention please! Muthia lost her phone. Has anyone seen Muthia's phone?
Students   : "No one saw Muthia's phone,Miss.."
Miss Nisa   : "Okay. Put your bag on the table!"

Then Miss Nisa checked the students bag one by one and found Muthia's phone in Pipit's bag.

Miss Nisa	: "Did you take Muthia's phone?"
Pipit	: "No Miss no,I didn't''
Muthia	: "I don't expect you did that to me,you are so cruel. Thief!"
Students	: "HUHHHHHH….Thief!!!!!!!!''
Miss Nisa	: "Pipit,follow me to the counselling room!"

Pipit followed Miss Nisa to the counselling room and got punishment from the counselling teacher. After Pipit got punishment,Nadia and Anis went to the rear school garden.

Nadia	: "Yash!!We did it!You're so genius my dear"
Anis	: "Oh haha that's nothing"
Nadia	: "Haha..You are really my best friend"

In the other side,they are not aware that Bendra heard their converstation.

Bendra	: "Oh my god,how could they do that?Pipit was good girl. I have to make this right.''

Bendra went to the counselling room and reported Nasia and Anis about their bad behavior. (Tok,tok,tok) Bendra knocked the door.

Miss Nisa : "Come in,what happened Bendra?What do you need?"

Bendra : "I wanna to report about Pipit's case."

Miss Nisa : "I don't think that necessary…its clearly obvious Pipit was the culprit."

Bendra : "No no,she wasn't. I have the evidence."

Miss Nisa : "Really? I don't belive it,show me."

Miss Nisa wathed the video,that proved Pipit's innocent. And Miss Nisa went to 9A class.

Miss Nisa : "Nadia,Pipit,Anis,and Muthia follow me to the counselling room!"

They immediately went to the counselling room that was already Bendra in there.

Nadia : "Miss,what's going on?"

Miss Nisa : "Explain by yourself please!"

Nadia : "Nonono miss,that's not me. Where did you get this video?"

Miss Nisa : "I got this video on Bendra. Don't lie to me. Ask for forgiveness to Pipit!"

Nadia&Anis : "Pipit I'm so sorry for all that I have done.

Pipit : "I already forgive you guys.''

Nadia&Anis : "Thankyou Pipit.''Pipit : "Yash"

Miss Nisa : "Pipit,Forgive me please for any misunderstanding this.''

Pipit : "Yes miss,no problem"

Muthia : "Pit,I'm so sorry for thismisunderstanding.''

Pipit : "Ya ya ya no problem dear. Ben thankyou,you can finish this problem and I hope there are nomore event like this.''

Bendra : "Its my pleasure. We're friends right?we must help each other.''

Finally, They realized that if the competition was not important. The important thing here we should look inward to each other what we must improve on ourselves.

Appendix 2

Research Instruments in Pre-test

The researcher give text of Mini-drama to the students.

Read the text then tell me what you got from it like:

1. What does the text tell about?
2. How many characters in the texts and how are they?
3. In this text, is there any part that you more interested with?
4. How about the value that you got from the text?

C. Docummentation

The researcher shared the text of Mini-drama. Then the researcher explained about the text of Mini-drama as generally.

The researcher asked the students to disscuss about the text of Mini-drama

The students read the dioalogs with their friends.

75

The students speaks the dioalog by herself and corrected by other friend and researcher.

The sudents performed Mini-drama as a group.

Daftar Riwayat Hidup

A. **Data Pribadi**

Nama   : Inung Fidi Astuti

TTL   : Jepara, 27 April 1997

Jenis Kelamin : Perempuan

Agama   : Islam

Alamat   : Desa Kancilan Rt.06/ Rw.03, Kec.

         Kembang, Kab. Jepara

B. **Riwayat Pendidikan**

1. Tahun 2002-2004   : TK Al-Islam Kancilan
2. Tahun 2004-2010   : SD Negeri 1 Kancilan
3. Tahun 2010-2013   : SMP Negeri 1 Kembang
4. Tahun 2013-2016   : SMA Negeri 1 Bangsri
5. Tahun 2016-Sekarang : UIN Raden Mas Said

 Surakarta.