

**USING MINI DRAMA TO ELEVATE SPEAKING SKILLS OF EFL  
MIDDLE HIGH SCHOOL STUDENTS**

**SKRIPSI**

*Submitted to Complete and Fulfill the Requirements to  
Achieve the Degree of Bachelor of Education (S.Pd)  
In the English Education Study Program*

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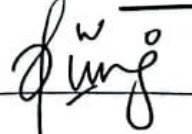
  
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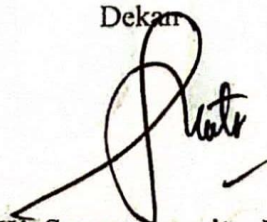
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**PERNYATAAN KEASLIAN SKRIPSI**

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain. Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

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## ABSTRACT

**Asri Rahmita Lubis. 2002050007. “Using Mini Drama To Elevate Speaking Skills Of Efl Middle High School Students”. Skripsi. English Education Program. Faculty of Teachers’ Training and Education. Universitas Muhammadiyah Sumatera Utara, Medan 2024.**

This study aims to elevate the speaking skills of middle high school students in the context of English as a Foreign Language (EFL) through the use of mini drama. We used mini drama as a technique to help the students to elevate their speaking skills, such as pronunciation, fluency, vocabulary, and grammar. This research utilized a quantitative approach, implementing a pre-experimental design with a single group for both the pre-test and post-test phases. This study utilized both documentation and oral tests, which were conducted using short dramas. The researcher collected data from 27 students in class VIII-1 at SMP Negeri 3 Batang Angkola, North Sumatra. The research results demonstrated a significant increase in students' speaking skills following the implementation of the mini drama method. The average post-test score rose from 70.19 in the pre-test to 80.56 in the post-test after the introduction of mini drama. A statistical analysis using a paired t-test revealed a significant difference with a p-value less than 0.05, suggesting that mini drama effectively increase students' speaking skills. This research suggests that implementing mini-drama in foreign language learning can increase students' participation and confidence in oral communication.

**Keywords:** *Mini Drama, Speaking Skills, EFL (English as a Foreign Language)*

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Researcher

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

English is an important means of communication in the world (Harisma, R., & Utami, A, P. 2022). English is an important language for worldwide communication. In an increasingly interconnected world, it acts as a universal language that cuts over cultural, social, and geographical boundaries. Its broad use in industries such as education, business, science, and technology allows people from many backgrounds to share ideas and interact efficiently. As an international language, English promotes understanding and cooperation among nations, encouraging global relationships. As a result, understanding English has become important for individuals who want to participate in global discourse and gain access to possibilities in a variety of current fields.

Language is the main source of our communication, that is, the method used to share ideas and thoughts with others (Ilyosovna, A, N. 2020). Language is the primary means of communication that enables humans to share ideas, express feelings, and interact effectively. In addition to facilitating the exchange of ideas, language also forms the basis of social relationships and shared understanding, supporting human interaction and intellectual collaboration.

Language educators have traditionally categorized four foundational language skills: Listening, Speaking, Reading, and Writing. These core skills, often labeled as “micro-skills,” include specific language competencies such as grammar, vocabulary, pronunciation, and spelling. Each of these fundamental skills is interconnected through two primary parameters: the mode of

communication (either oral or written) and the direction of communication (receiving or producing messages). Listening and reading are receptive skills, as they involve taking in information, while speaking and writing are productive skills, where the learner generates language. Each skill plays a crucial role in language proficiency, contributing to a well-rounded understanding and effective communication. (2014:673).

Speaking is among one of the four language skills that are most important in foreign language situations, and it is one of the most difficult to master. It is critical for effective communication in any language, but it is even more critical when speakers do not speak their native tongue. Because English is a global language, English speaking skills should be integrated with other skills to facilitate communication with native speakers as well as people from around the world (Kumar, 2020).

Speaking is one of the skills that can be used in communication widely, in particular speaking provides more information for others, this makes it easier to learn English spontaneously (Maulana, D., Wahyuni, S., W., & Siregar, D. 2018). Speaking is an important skill in communication as it allows us to convey information and ideas directly. In the context of learning English, the ability to speak spontaneously helps us practice language use in real situations, which accelerates the learning process and improves our overall language skills.

Speaking is a main tool of communication to others (Hamsia, W. 2018). Speaking is the main method of communication in human social interaction, which allows individuals to convey thoughts, feelings, and information verbally. Through the use of spoken language, speaking facilitates the conveyance of ideas,



instructions, and emotional expressions, and plays a crucial role in establishing and maintaining interpersonal relationships and understanding between individuals.

Speaking is the most important skill in second language learning (Rahmana, M., Rad, F, N., & Bagheri, H, 2016). Speaking skills are key in second language learning as it allows students to practice vocabulary and grammar in real contexts, accelerating language comprehension and use. Through conversation, students can build confidence, get immediate feedback, and correct mistakes in real-time. In addition, speaking helps strengthen language memory and overall communication skills, making it an essential ingredient in the learning process.

Using drama in an EFL/ESL classroom is a time-proven method of language learning and acquisition, for improving the four skills- listening, reading, writing and speaking, besides other language areas like vocabulary, grammar, and pronunciation (Abraham, P, A, 2018). The use of drama in teaching English for Speakers of Other Languages (EFL) or English as a Second Language (ESL) is proven to be an effective method for comprehensively improving language skills. Drama contributes to the development of listening, reading, writing, and speaking skills, as well as improving vocabulary, grammar, and pronunciation. It offers an interactive and fun approach, supporting language acquisition through active engagement in a structured context.

Drama relies heavily on the imitation of others, not only in terms of body movements, but also in the way EFL students speak (Farrah, M., Halahla., B., & Sider, S, 2021). In the context of drama, students are expected to imitate the

behavior and physical expressions of the characters they are portraying, which helps them understand the relationship between body language and verbal communication. In addition, they should also imitate the character's way of speaking, including intonation, accent and rhythm, which supports the development of more natural and contextualized speaking skills. Thus, imitation in drama allows students to practice language in a more authentic and immersive way, enriching their learning experience.

Drama has become one of the alternative teaching methods being used by teachers and teacher educators (Griggs, 2001). In this context, drama is not only understood as a form of artistic expression, but also as an effective pedagogical strategy. The integration of drama in the learning process allows students to actively engage and deepen the subject matter through a creative and holistic approach. This method offers an innovative approach in facilitating student understanding and engagement in an educational context (Baykal, N., Sayın, İ. & Zeybek, G. 2019).

Drama plays an important role in EFL teaching (Rojabi, R, A., & Mustova, A. 2021). drama plays an important role in English as a Foreign Language (EFL) teaching. In this context, drama is considered a significant method because of its ability to make English learning more dynamic and interactive. By using drama, students can be actively involved in the learning process, which can enrich their learning experience and improve their language skills effectively.

Although English is not the first first in our country, it has an international status. The researcher found that students' enthusiasm in learning

English is still low. In addition, many students have difficulties in understanding texts, speaking fluently, and answering English tests. As a result, anxiety and worry about mispronunciations, often caused by a lack of confidence, cause students to speak with pauses. Therefore, effective techniques are needed to increase students' confidence in speaking English.

These problems become significant obstacles to the development of students' competence in English. Therefore, it is important for English teachers to apply effective techniques to increase students' enthusiasm and confidence in the learning process. One approach that has proven effective is the use of creative methods in teaching English speaking skills. Based on the researcher's observation, many schools still rely on traditional methods in teaching speaking skills. In this method, teachers tend to only present the material, give explanations, and include examples and exercises. This often results in a lack of opportunities for students to practice effective English communication.

Based on the problems described, the researcher found that students' enthusiasm in learning English still low. Students also expressed their concerns about mistakes in pronunciation as well as the meaning of words and sentences. Therefore, an effective technique is needed to increase students' confidence in speaking English. In response to this, the researcher was interested in conducting a study with the title "Using Mini Drama to Elevate Speaking Skills of EFL Middel High School Students."

## **1.2 Identification of the Problem**

Based on the above background, the problem identification is as follows:

1. Students are anxiety and worry about mispronunciations.

2. Low student confidence in speaking.
3. Students need effective techniques to learn English.

### **1.3 Scope and Limitations**

Based on the research background above, the researcher limits the problem as follows:

1. The subjects of this research were VIII grade students of State Middle High School 3 Batang Angkola.
2. In this study, the researcher only focused on the informal teaching and learning process by using mini drama as an English teaching technique.

### **1.4 The Formulation of the Problem**

Based on the research background, the research questions can be formulated as follows:

1. How is the students' speaking achievement after using the mini drama method in teaching speaking?
2. What was the mini drama method in teaching speaking affect the progress of EFL secondary school students' speaking achievement?

### **1.5 The Objective of the Study**

Based on the formulation of the problem above, the objective of this study is to increase the speaking skills and self-confidence of grade VIII students of SMP Negeri 3 Batang Angkola through mini drama.

### **1.6 The Significant of the Study**

#### **1. Theoretically**

The theoretical benefits of this research are as follows:

- A. The findings of this study are expected to be useful to provide information about the English language learning process using Mini Drama.
- B. The findings from this study can help teachers to make students more interested and motivated in learning English.
- C. The findings of this study can be used as a reference by other researchers to conduct research of the Mini Drama.

## **2. Practical**

Practically, the benefits of this research are as follows:

### **a. Students**

The findings from the students will help them have new motivation and enthusiasm to learn English by using this technique. This research can help the students to enjoy the English teaching and learning process more.

### **b. Teacher**

The researcher hopes that the results of this study can be useful for teachers as an interesting source of material for the learning process of speaking, especially teaching speaking using the mini drama technique.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical Framework**

##### **1. Mini Drama**

###### **A. Definition of Mini Drama**

In Indonesia, English is categorized as a foreign language and is taught at all levels of education, from primary school to university. The Indonesian education system distinguishes between national, regional and foreign languages, but makes no distinction between second and foreign languages in the context of teaching. English, as a foreign language, is only learned in formal and non-formal educational contexts and is not used in daily interactions. In the English classroom, various pedagogical techniques, including drama-based pedagogy, are applied to develop the four main language skills, reading, listening, writing and speaking. This approach allows students to have an in-depth and comprehensive English learning experience (Nanda, S, D., & Susanto, S, 2021).

Drama is a mode of fictional representation through dialogue and performance (Syahputri, D., & Dewi, S, R. 2020) Drama is an art category that depicts narrative through conversation and live performance. Dialogue is utilized to show problems, characters, and plots, whereas performance uses visual aspects like facial expressions, gestures, and stage sets to create an immersive experience for the audience. In addition to amusement, theater serves as a medium for cultural portrayal, social criticism, and investigation of life values, leaving an instructive and emotional impression on the audience.



Drama is considered a modern and advanced technique for teaching speaking skills (Nguyen, C, T, 2023). Mini drama is considered a creative and effective method for developing speaking skills, as it offers practical experience in communication. Participants can increase their communication, intonation, and body language while also building confidence in public speaking through role and dialogue activities. Furthermore, creativity in drama develops adaptable speaking skills, while collaboration enhances interpersonal communication competencies. These factors render drama a useful and novel technique to increase speaking skills.

Drama is not simply a literary text consumed passively through reading, but rather a form of literature that a<sup>8</sup> its full meaning through dynamic presentation on stage (Angelianawati, L , 2019). In other words, dramatic texts are articulated and presented in the form of action, dialog, and scenery that serve to evoke experience and understanding directly to the audience.

Drama is a type of literary work that can be performed to depict human life using movement (Hanik, U. 2020). Drama is a literary form that aims to portray human life through performance. In drama, components of movement, including action and character gestures, are essential for expressing narratives and emotions, setting it apart from other literary forms that may rely solely on text.

Drama is a specific action to make the learning process more active, interesting, communicative and contextualized (Bessadet, L, 2022). In the context of learning, mini drama serves as a pedagogical strategy to increase student engagement in a more active and interesting way. The method integrates interactive and creative elements, allowing students to participate directly in

scenarios relevant to the subject matter. As such, drama not only enriches the communication process but also provides a more in-depth context, ultimately supporting comprehension and retention of information.

The structure of a play consists of several key elements that each play an important role in the storytelling and theatrical experience (Hanik, U, 2020). Episodes are essential parts of a play that encompass pivotal events or developments in the narrative. Each episode usually signifies a crucial development in plot or character. A scene is the smallest element in a play, delineating a specific time and place for the action. It is typically distinguished by changes in location or time, providing a clearer context for the unfolding events. Dialogue encompasses the exchanges between characters in the play, which not only advances the storyline but also elucidates the characters' personalities and significant themes of the narrative. The prologue at the play's outset functions as an introduction, offering essential background or contextual information necessary for comprehending the narrative. The epilogue serves as the final segment that encapsulates or reflects upon the events that have transpired, frequently offering supplementary clarifications or concluding remarks that aid the audience in comprehending the larger meaning of the play.

Drama as a teaching tool is not a new strategy (Alasmari, N., & Amal, A. 2012). The utilization of drama in educational contexts is not a modern innovation but an established method. For a long time, numerous educational institutions have employed drama techniques, including role-playing and improvisation, to increase students' comprehension of subject content. This strategy further

develops communication skills and empathy while encouraging the investigation of diverse perspectives.

Drama can improve students' communication skills through collaboration with others (Hanifah M., & Mardiani, R. 2023). Mini drama increases children's communication skills by encouraging teamwork and collaboration among peers. In the field of drama, students develop the capacity to express ideas or emotions through their characters while also engaging with, listening to, and understanding the perspectives of others. Students participate in theatrical activities and performances to enhance their speaking skills, interact in teams, and confront communication challenges that may arise. Therefore, drama elevates students' communication skills in social and professional contexts.

Drama technique is a method that differs from traditional educational approaches and has its own unique characteristics. Since ancient times, drama has played a significant role in the process of language learning as well as in the understanding of the culture associated with the language. Drama technique not only allows students to produce language through different identity roles, but also contributes to students' social, mental and linguistic development. Moreover, this technique enhances students' sensory awareness of language and culture by deepening their sense of responsibility in the learning process (Kumar, T., Qasim, A., Mansur, S. B. & Shah, A. H. (2022)). Thus, by using the drama method, students can not only act comfortably by pretending to be someone else, but can also understand the subtle details of the language being learned. This means that the drama approach helps students learn language with more depth and clarity through direct experience in acting.

Drama techniques in foreign language teaching involve processes that regulate students' role behavior in specially designed situations to improve their communication skills and overall character development (Kumar, T, et al., 2022).

Drama can be integrated into all foreign language classrooms effectively to achieve communicative purposes by integrating the four basic language skills, the lexis, and grammar structures (Dundar, S. 2012). In the field of learning a language, drama provides an intriguing and enjoyable method for practicing speaking, listening, reading, and writing skills. By playing roles and having conversations, students increase their vocabulary and utilize grammatical structures in real-life scenarios. As a result, drama helps students to explore language comprehensively, integrating multiple elements of communication into a singular action. The following are nine drama activities for foreign language classes with their benefits and challenges:

1. Role-playing

Role-playing describes speaking activities where individuals may either adopt the persona of another or retain their personal character within an imagined scenario.

2. Drama and language games

Drama and linguistic exercises effectively introduce drama activities and prepare participants for techniques such as role-playing and improvisation. Both establish a robust foundation for participating in more intricate dramatic activities through the integration of role play and innovative language utilization.

3. Improvisation

Without prior preparation, improvisation is an unscripted performance that responds to the instructor's minimal direction about character, scene, and action.

4. Pantomime

Pantomime is a mode of expression that communicates ideas or narratives without verbal language, using bodily motions, gestures, and facial expressions instead.

5. Simulation

A simulation is a case study in which participants actively participate in an event and influence its course.

6. Reader's Theater

Reader's theater is a mode of oral presentation involving drama, prose, or poetry executed by two or more participants.

7. Frozen image building

Frozen image building is a drama pedagogy technique that involves the creation and elaboration of "frozen images" via character interviews to generate dynamic scenarios.

8. Script Writing

Scriptwriting involves students producing language and, at times, actions to convey a story or scenario.

9. Theatricality

Skits, which may differ in length and intent, encompass a variety of activities from enacting scenes in a storybook to delivering a complete theatrical production.

Among these types, role-playing of type number 1 seems practicable in the classroom, as it requires little planning time and financial backing. The teacher's primary task is to create a learning scenario that includes the values intended to be conveyed during the students' performance of the mini-drama. To evaluate the learning outcomes, develop a character assessment rubric. Role playing in small groups is a drama activity which enables students to be more engaged and improve their critical thinking skills (Tsiaras, A., & Dima, A. 2020). Role-playing in small groups is a dramatic exercise that enhances student involvement and sharpens their critical thinking abilities. Active participation in the scenario enhances students' comprehension of diverse views while developing their analytical abilities and encouraging creative ideas.

## **2. Speaking**

### **A. Definition of Speaking**

Speaking skills are the most important skills to master in foreign or second language learning (Rao, S, P. 2019). Among the four main language skills—speaking, listening, reading, and writing—speaking is considered the most important in the learning of a foreign or second language. In summary, speaking skills are considered the most important component in achieving fluency in a foreign language.

In foreign language learning, speaking is the most important aspect because it allows learners to actively use the language, practice pronunciation and grammar directly. Speaking also accelerates learning through immediate feedback, builds confidence, and facilitates effective communication in real situations. Although reading, writing, and listening are important, speaking is the key to language



acquisition (Ilinawati., Sijono., & Elisa, H. 2021).

Speaking skills are an essential tool for English language learners to convey messages and communicate for various purposes effectively (Siririmangkorn, L. 2021). Speaking skills are an essential part of English language learning that provide effective conversation in a variety of situations. The development of these skills needs consistent practice, which includes interaction with native speakers, self-recording, and practicing before a mirror. Overcoming obstacles such as confidence, enunciation, and restricted lexicon is essential for enhancing speaking skills. Proficient speaking skills enhance career opportunities, develop relationships, and elevate confidence in various interactions.

Speaking used by humans serves as a tool to communicate with other people in a civilized world (Hasibuan, H, S. 2020). The ability to speak is a crucial part of human life since it allows us to communicate. In a civilized culture, speaking not only conveys messages but also expresses social, cultural, and moral values. This skill helps individuals to convey information, convey ideas, express emotions, and develop healthy social relationships. In the framework of civilization, efficient verbal communication serves as the foundation for collective decision-making, dispute resolution, and social unity. Thus, speaking is not just a function of communication instruments but also a feature that ensures the continuity of human civilizations.

Speaking is the tool of communication (Haryuddin, A., et al., 2020). Speaking is a main way of communicating with others in the environment. Speaking is considered an essential skill related to other language skills, as it enables the direct and effective transmission of thoughts, emotions, and

information. In the realm of communication, speech is crucial as it facilitates direct engagement among persons.

Speaking, especially in a foreign language, is a very necessary activity for all ages of learners (Hamsia, W, 2018). Speaking skills are essential for the learning of foreign or second languages. It encourages interaction between language users and requires precise word choice and flawless grammar for accurate meaning conveyance. Additionally, it is important for the learner to convey the discourse in a coherent and systematic design, enabling the interlocutor to understand the information effectively. Consequently, skill in foreign language speaking involves the ability to use relevant terms, utilize correct syntax, and communicate information effectively.

Drama-based activities play a significant role in speaking performance and they have a close relationship in teaching English as a foreign language (Nguyen, C, T, 2023). Drama-based activities are crucial in teaching English as a foreign language (EFL), as they offer a structured approach to speaking practice. Through drama, students can develop their communication skills in realistic social contexts, thus enhancing their comprehension of language, grammatical structure, and intonation. Drama enhances students' speaking skills and confidence through interactive and contextualized methods. Sarac (2007) states that speaking combines both receptive skill and productive skill in communication because it is a two-way process between listeners and speakers. Drama-based activities play a significant role in speaking performance and they have a close relationship in teaching English as a foreign language.

Speaking is a productive skill that allows students to actively create texts in

oral form (Normawati, A., Nugrahaeni, A, D., Manggolo, H, K, S, N., Susanto, F, I, A. 2023). Speaking, as a productive skill, includes the development and delivery of new knowledge, in contrast to receptive skills like listening. During oral communication, students produce words, phrases, and sentences in real time, frequently enhanced by intonation and non-verbal cues that reinforce the message's significance. This skill is important as it allows students to articulate ideas, engage in conversations, and interact proficiently with people across many academic, social, and professional contexts.

Richards and Renandya (2002:10) highlight the particular challenge foreign language learners face in developing speaking skills. Effective oral communication requires not only language knowledge but also an understanding of social interaction norms, making it difficult for learners to communicate appropriately in various contexts. Communication involves both verbal and non-verbal elements; for instance, paralinguistic features like pitch, stress, and intonation add layers to spoken language, conveying subtleties and emotion that can often be difficult to master.

### **1) Stages of Speaking Performance**

Brown (2005:10) outlines five progressive stages in speaking performance, which describe the development of oral skills in a structured manner:

1. **Imitative Stage:** At this foundational stage, learners focus on mimicking isolated sounds, words, phrases, or simple sentences. Pronunciation is prioritized over comprehension or conveyance of meaning. This stage emphasizes accuracy in sound production, allowing learners to gain

confidence with basic utterances without the pressure of understanding or contextualizing them. This phase is essential in forming the basis for more complex speaking abilities.

2. **Intensive Stage:** This stage involves producing brief segments of spoken language that demonstrate competence in certain linguistic elements, such as grammar and phonology. Although minimal interaction occurs, learners start recognizing and using grammatical and lexical relationships. The purpose here is to build familiarity with language structures, making learners comfortable with forming correct phrases and sentences, which will support their communicative abilities.
3. **Responsive Stage:** At this level, learners engage in simple dialogues and exchanges. Although these interactions are typically short and include familiar formats like greetings, small talk, and requests, they introduce the concept of responsiveness. This stage is instrumental in teaching learners to adapt their responses to simple conversational cues, making their interactions more dynamic and realistic.
4. **Interactive Stage:** Interaction in this phase becomes more extended and complex, involving multiple conversational turns and sometimes more than one participant. This stage pushes learners to manage longer exchanges, preparing them to maintain discussions that require more in-depth comprehension and engagement. The interactive stage is crucial for building the learner's capacity to handle real-life conversations where unexpected turns and multiple speakers may be involved.
5. **Extensive Stage:** This stage encompasses longer, more structured forms of

speech, such as presentations, storytelling, and speeches. Learners are expected to generate and express original ideas, drawing on all previous language skills they've developed. This level emphasizes independence and fluency, allowing learners to convey ideas clearly and confidently in various contexts.

## **2) Importance of Speaking Skills in Language Acquisition**

Speaking is an essential skill in language acquisition and is closely connected to other language abilities, including listening, reading, and writing. As learners become more adept at speaking, their other language skills benefit as well. Nurdin (2020) argues that speaking serves as both a foundation and an endpoint for language skills, indicating that proficiency in speaking fosters comprehension and fluency across other language domains. The practice of conversation, for example, enables learners to apply and test their understanding of language rules in real-life situations, giving them immediate feedback on their comprehension.

## **3) Developing Effective Speaking Skills in the Classroom**

Effective speaking skills in English language learning encompass accurate pronunciation, intonation, and the appropriate use of vocabulary and grammar. To foster these competencies, teachers often employ a variety of instructional strategies:

1. **Dialogues and Role Plays:** These exercises allow learners to practice specific language structures and intonations within controlled, safe environments, often simulating real-life situations that encourage spontaneous responses. Dialogues help students to rehearse predictable patterns, while role plays provide a space for creative language use.

2. **Presentations and Storytelling:** Such activities focus on extensive oral production, encouraging students to use their vocabulary creatively and fluently. These exercises require learners to structure their ideas and communicate effectively, often enhancing their confidence as they become accustomed to speaking publicly.
3. **Discussions and Debates:** By participating in discussions and debates, students are encouraged to articulate their opinions and respond to others' viewpoints, fostering their ability to adapt language use according to social context. This also improves their fluency as they practice responding in real-time.

Ilinawati, Sijono, and Elisa (2021) point out that these methods aim to develop not only linguistic skills but also social competence. Speaking skills enable learners to interact effectively, adjusting language use according to the social context, which is essential for achieving fluency and confidence in various settings. Improving speaking skills thus allows learners to participate more effectively in social, academic, and professional interactions.

#### **4) Speaking as a Productive Language Skill**

The ability to speak fluently is crucial for conveying thoughts, ideas, and emotions. Speaking is described as a productive skill, as it involves generating language rather than simply understanding it. Learners use this skill to share their intentions and respond to others effectively. Furthermore, speaking proficiency supports language learners in expressing themselves, facilitating interactions that are vital for both personal and professional success. Practicing speaking enables



learners to navigate complex social situations, adjust language to suit different audiences, and enhance their communication effectiveness.

In summary, speaking is not merely about uttering words correctly but also about conveying meaning and emotion appropriately within social interactions. The various stages of speaking, from imitative to extensive, equip learners with a progressive structure that builds their oral proficiency step-by-step. Additionally, the integration of classroom strategies like role plays, presentations, and debates provides learners with practical experience, helping them develop both the fluency and confidence required for effective communication. Speaking, therefore, plays a foundational role in language acquisition, reinforcing the learner's overall language competency and enabling them to become active participants in social interactions.

### **B. Elements of Speaking**

To communicate fluently in a language, one must not only possess knowledge of its features but also the ability to process both language and information in real-time. Harmer (2007: 269) identifies two primary elements of effective speaking: *language features* and *mental or social processing*. Both play significant roles in enabling a speaker to convey meaning, respond to others, and maintain flow in conversation.

## 1. Language Features

Several key aspects distinguish effective spoken communication from structured language exercises. In speaking, the elements listed below allow speakers to sound natural, fluid, and expressive, enabling them to interact meaningfully.

- **Connected Speech:** Effective speakers not only produce distinct sounds but also link words naturally, creating fluid, connected speech. Activities designed to improve students' connected speech are valuable for building fluency, as these activities encourage students to speak in a way that mirrors natural English, rather than sounding segmented or unnatural.
- **Expressive Devices:** Native speakers use changes in pitch, stress, volume, and speed to add expression to their speech. These non-verbal cues and suprasegmental features help convey emotions and intentions. For language learners, it's essential to practice these expressive devices, as they contribute significantly to being an effective communicator by adding emphasis, humor, or emotion to spoken language.
- **Lexis and Grammar:** Spontaneous speech often incorporates specific lexical phrases and grammatical structures tied to particular functions, such as asking questions or making suggestions. Instructors should introduce a range of these phrases to learners within different speaking contexts, helping students build familiarity with expressions and grammar that naturally arise in conversation.
- **Negotiation Language:** Effective communicators often use "negotiation language" to seek clarification, indicate structure, or restate ideas. For

learners, this language is particularly helpful when they are uncertain about whether their meaning is clear. Negotiation language allows them to ask for feedback, rephrase statements, or emphasize key points, enhancing clarity and enabling smoother interaction.

## 2. Mental or Social Processing

While knowledge of language forms the foundation for speaking, fluency also relies on rapid mental processing skills essential for real-time interaction. This involves several critical processes.

- **Language Processing:** Effective speakers organize language in their minds quickly, structuring it coherently before speaking. This mental processing helps ensure that what is said is understandable and accurately conveys the intended meaning. In language lessons, speaking activities are designed to help students develop rapid language processing habits, which improve fluency and confidence over time.
- **Interacting with Others:** Speaking typically involves dialogue, requiring speakers to listen actively, interpret the responses of others, and determine when to take turns. This awareness of conversational rhythm and turn-taking cues allows for smoother interaction, as it requires both speaking and attentive listening to understand the emotions, reactions, or unspoken needs of others.
- **Instant Processing (On the Spot):** In conversational exchanges, effective speakers must process incoming information immediately. This “on the spot” processing enables quick, relevant responses, making interaction

seamless and responsive. The ability to instantly interpret new information and adapt responses is essential for engaging naturally in conversation, as delays in comprehension can disrupt the flow and impact the speaker's effectiveness.

In sum, effective speaking combines technical language skills with cognitive and social processing abilities, allowing individuals to convey ideas fluidly, respond appropriately, and interact dynamically. Language features such as connected speech, expressive devices, lexical knowledge, and negotiation language provide the structural and expressive foundation for communication. Meanwhile, the mental skills of rapid language processing, interactive listening, and immediate comprehension are equally essential for responding "in the moment," making speaking a dynamic and complex skill that learners must develop to achieve fluency.

### **C. Speaking Aspect**

Assessment is needed to know the basic knowledge of students and to know their improvement towards the language being taught. According to Hughes (2003: 111) there are five aspects in measuring students' speaking ability, namely:

#### **a. Pronunciation**

Pronunciation describes the manner of articulating or enunciating words. This results from the generation and perception of auditory stimuli in speech. Mistakes in word pronunciation will influence the meaning of the words. The significance will vary. Individuals typically assess a person's speaking proficiency based on their pronunciation; hence, pupils with

proficient pronunciation are often classified as possessing strong English skills, as they resemble native speakers and their speech is more comprehensible. Presented herein is a table of examples of English pronunciation.

Word	Pronunciation
Thank	/θæŋk/
Night	/nait/
Afternoon	/aftə'nu:n/
How	/hʌu/
About	/əbaut/
Later	/leitə/
Take	/teik/
Star	/sta:/
Eat	/i:t/
Market	/ma:kit/

**Table 2.1 Pronunciation (Rohmah, N, I, A., 2023)**

b. Grammar

Grammar can be defined as the rules of a language. Grammar is a set of rules that explore the form and structure of sentences that can be used in a language (Gleason and Ratner, 2009) in (Uibu & Liiver, 2015). Grammar was once considered the most laborious and difficult aspect to master. Therefore, students who master grammar well will be able to speak accurately Here are some tenses in English (Yuspik., et al., 2023).

1) Simple Present Tense

Simple Present is a sentence pattern tense used to tell the present time in simple form. Example sentence: I spoke English today.

2) Present continuous tense

Present Continuous Tense is a tense used to explain or express activities that are being carried out in the present. Example sentence: You are speaking with me at the moment.

### 3) Present Perfect Tense

Present perfect tense is one of the tenses used to express activities that have just been done or we have completed a task in the present tense. Example sentences: I have taken the book just now.

### 4) Present Perfect Continuous Tense

The present perfect continuous tense is one of the tenses used to express activities that have been done in the past and continue until now. Example sentences: I have been watching TV for two hours.

### 5) Simple Past Tense

Simple past tense is a tense used to explain or express activities done in the past or in the past. Example sentences: We brought our books to the library last week.

## c. Vocabulary

Vocabulary can be roughly defined as the words we teach in a foreign language. Vocabulary in a foreign language refers to the collection of words that are taught and learned to facilitate communication and understanding. Here are some examples of English vocabulary (Ayu, C., et al., 2023).

Greetings and Expressions (Sapaan dan Ungkapan)

- Hello (Halo)
- Hi (Hai)

- Good morning (Selamat pagi)
- Good afternoon (Selamat siang)
- Good evening (Selamat malam)
- How are you? (Apa kabar?)
- I'm fine, thank you. (Baik-baik saja, terima kasih.)
- What's your name? (Siapa nama Anda?)
- Nice to meet you. (Senang bertemu dengan Anda.)
- See you later. (Sampai jumpa nanti.)

d. Fluency

According to Yang (2014) fluency is the ability to speak at length with few pauses and is the ability to be able to produce sentences coherently, reasonably, and semantically. So, fluency can be defined as the speed of speech and the ability to produce language when sharing ideas, then how the word order can be arranged properly. It is considered as the ability to keep going when speaking spontaneously and fluency is the ability to read, speak, or write easily, fluently, and expressively. In other words, the speaker can read, understand, and respond to language clearly and concisely and relate meaning and context (Purnamawati, 2015). The following examples can be used to improve English language skills:

1) Oral Presentation

Presentations are about communication” or it can be interpreted that presentations are about technical communication (Badbury, 2007).

e. Understanding

When someone asks to talk about something. If they have a good

understanding of the topic being asked about, their desire to talk will increase and can share their thoughts smoothly. This is what understanding means. The following examples can be used to improve understanding of English:

1) SQ4R Method

SQ4R is a reading technique to find main ideas and supporters and help remember to last longer through five activity steps, namely survey, question, read, reflect, recite, and review (Herlina, 2016).

#### **D. Speaking Function**

Speaking is a crucial language skill for interpersonal interaction, serving as the primary way to communicate ideas, emotions, and thoughts, often conveyed spontaneously through conversation. According to Celce and Murcia (2001: 21), for most people, the ability to speak a language equates to knowing it since speaking is fundamental to human interaction. Speaking also plays a key role in accessing global information across various fields such as economics, socio-politics, and education, especially in a world where English serves as a global medium. Richards (2008: 11) outlines three core functions of speaking:

1. **Interaction:** Daily communication is largely interactive, often through spontaneous conversations between two or more people. This type of speaking aims to build social relationships, allowing individuals to share messages with others effectively.
2. **Transaction:** In transactional speaking, the focus is on conveying clear, accurate messages, ensuring listeners understand the intended meaning.



Both students and teachers often prioritize meaning in this form of communication to facilitate comprehension.

3. **Performance:** This function of speaking focuses more on monologues, such as speeches, lectures, and public announcements. Through these activities, students express personal feelings, opinions, or ideas and convey information to an audience, fostering communication skills for formal settings.

Harmer (2005) suggests popular classroom speaking activities to enhance these skills:

1. **Acting from a Script:** In this exercise, students act out scenes from plays, coursebook dialogues, or scripts they create, enhancing their ability to deliver spoken language effectively.
2. **Communication Games:** Activities like information gaps, "twenty questions," "just a minute," and "call my bluff" foster interactive language use, encouraging students to think quickly and communicate effectively in various scenarios.
3. **Discussion:** Class discussions can be challenging, as some students may hesitate to speak in front of others. Using "buzz groups"—small group discussions before presenting to the class—helps ease anxiety, allowing learners to organize their ideas and gain confidence in expressing opinions.

4. **Prepared Talks:** These presentations allow students to prepare and deliver a talk on a topic of their choice. While planned, they provide practice in structured speaking rather than spontaneous conversation.
5. **Questionnaires:** Teachers can use questionnaires on relevant topics to prompt students into engaging conversations, encouraging interaction and language practice in a structured format.
6. **Simulation and Role-Play:** In these activities, students simulate real-life situations, such as business meetings or interviews, fostering the use of language in practical contexts. Role-playing helps students develop language skills for real-world scenarios, making language use more dynamic and relevant to everyday situations.

## 2.2. Relevant Studies

This research reviews several studies that have similar research objects. These studies are as follows:

The first previous research that researchers used was 'Improving Students' Speaking Ability Using Mini-Drama in Class X Students of Sma Negeri 1 Bangsri'. By Inung Fidi Astuti in 2023. This research is an applied quantitative research and the method used is pre-experiment research (one group pretest-posttest design). The purpose of the research is: to find out whether using Mini-drama can improve students' speaking ability in class X students of SMA Negeri 1 Bangsri or not. This research was conducted at SMA Negeri 1 Bangsri. The researcher took the research location in a village called Kancilan. Researchers conducted treatment outside of formal learning. This research was conducted from January 2020 to June 2023. The population of this study were students of class X

Language. The researcher took 20 students of class X Language as the research sample. The sample was taken using systematic sampling technique. In collecting the required data, the researcher used oral tests given twice, the first in the pre-test and the second in the post-test. The test form used was mini drama text. The results showed that the students' ability improved after they tried to learn speaking through mini drama technique.

The second study entitled *Students' Perception Of Using The Cake Application For Speaking Skills* was conducted by Sherly Maiyora in 2023. The purpose of this study was to find out the perceptions and difficulties of students in learning to speak English through the CAKE application. This research was conducted at the University of Muhammadiyah Sumatra. This study focused on third semester students in the 2022/2023 academic year. Therefore, the researcher used descriptive qualitative method to find out the students' perception in using CAKE application to their English speaking ability. The data in this study at Universitas Muhammadiyah Sumatera Utara, the researcher conducted research on third semester students consisting of 3 classes. However, researchers only took 2 classes, namely class 3A morning and class 3B morning because in class 3A afternoon the sample was too small. This study uses a qualitative approach with a cluster sampling technique consisting of two classes, namely class 3A morning (26 students) and class 3B morning (14 students) with a total sample of 40 students. This research was conducted through distributing questionnaires and interviews to third semester students in the 2022/2023 academic year. Based on the results of the questionnaires and interviews, the researchers concluded that the CAKE application is easy to use by students.

The third study entitled *The Effect of Short Drama Role-Play Method on Students' Speaking Skills* was conducted by Muhammad Fahriyawan in 2023. The purpose of this study was to obtain empirical evidence regarding the effect of using the short drama role-play method on students' speaking skills at SMKN 41 Jakarta. This study uses quantitative research methodology and quasi-experimental design. This research was conducted at SMK Negeri 41 Jakarta which is located at Jalan Timah No.1, RT.1/RW.3, Pd. Labu, Cilandak, South Jakarta. This research has started from February 2023 to March 2023. The population of this study is the XI grade students of SMKN 41 Jakarta majoring in Visual Communication Design (DKV) consisting of 3 classes. A total of 60 students from 2 classes were selected using non-probability sampling method, specifically purposive sampling method. This study used pretest and posttest stages to collect data, with an emphasis on the use of an oral exam (interview) to measure students' English proficiency. Data analysis techniques to analyze the pre-test and post-test data, the collected information was organized and formatted using Microsoft Excel 2016. The research 'The Effect of Short Drama Role Playing on Students' Speaking Ability' has shown a significant and beneficial improvement in students' speaking ability for tenth grade students of SMK majoring in DKV at SMKN 41 Jakarta.

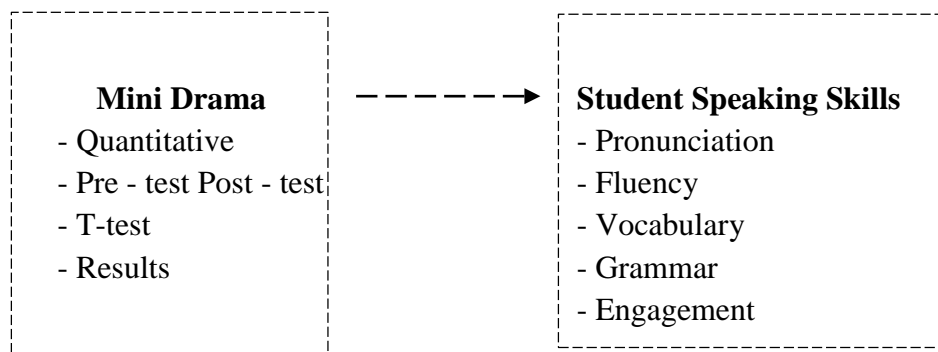
The fourth research entitled *Using Mini Drama To Improve Speaking Performance Among The Eleventh Graders Of Ma Al Muhsin Metro* was conducted By Ahmad Qona'ah in 2021. This study aims to improve the speaking ability and learning engagement of eleventh grade students of MA Al Muhsin Metro by applying mini drama. In this study the researcher applied class action

research (PTK). This research will be conducted at MA Al Muhsin Metro, which is located at Jalan Dr. Soetomo 28B Purwosari, North Metro, Metro City. This research will be conducted based on pretest and posttest design. In this class action research, the researcher will implement the research in several cycles that are interrelated with each other, namely as follows: a. Planning b. Action c. Observing d. Reflecting. Reflecting. To obtain data accurately, there are four instruments that researchers will use to collect data, namely tests, documentation, observation, and field notes. Based on the findings and interpretation of the research, this study shows that the use of mini drama is effective to improve speaking performance.

### **2.3. Conceptual Framework**

The conceptual framework of this study examines how Mini Drama can improve the speaking skills of Middle High School students. It involves the definition of Mini Drama, the focus on elements of speaking skills such as fluency and pronunciation, as well as the learning theoretical basis that supports this method. In addition, the framework includes the process of classroom implementation, expected outcomes, and factors that influence the effectiveness of the method. The aim is to understand how Mini Drama contributes to the measurable improvement of students' speaking skills. The framework covers various components, including the Mini Drama method itself, students' speaking ability, and potentially influencing factors.

**Figure 2.1 Conceptual Framework**



The relationship between the independent variable, Mini Drama, affects the dependent variable, students' speaking ability. The method is expected to have a direct impact on the dependent variable, students' speaking ability. These abilities include speaking fluency, pronunciation, vocabulary usage, and overall communication effectiveness.

In extension, conceptual frameworks in education should consider various factors, such as the classroom environment, curriculum design and institutional support. All these elements affect how effective the short drama method is in improving students' speaking ability. This framework attempts to thoroughly explain how the short drama method affects students' speaking ability in a particular educational situation, by recognising the dynamic interactions among these components.

#### **2.4. Hypothesis**

Based on the above conceptual framework, the researcher formulates the hypothesis being tested. The hypothesis is as follows as follows:

1. The alternative hypothesis (H1) that mini dramas are effective for to increase students' speaking skills.

**CHAPTER III**  
**METHODOLOGY OF RESEARCH**

**3.1. Research Design**

This research uses quantitative method and the design used is pre-experimental design (one group pretest-posttest design). Quantitative research focuses on collecting and analyzing numerical and statistical data to measure, test hypotheses, and look for patterns or relationships that can be generalized to a wider population. Quantitative Research Methods, as stated by Sugiyono (2019: 15) can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative / statistical with the aim of testing predetermined hypotheses. Here's the One Group Pretest and Posttest table.

**Table 3.1 One Group Pretest and Posttest (Ary, D., et al. 2010)**

Design 1: One-Group Pretest–Posttest Design		
Pretest	Independent	Posttest
$Y_1$	$X$	$Y_2$

Description:

$Y_1$  = Pre-test

$X$  = Treatment

$Y_2$  = Post-test

**3.2. Location and Time of Research**

This research was conducted at SMP Negeri 3 Hurase, Batang Angkola Subdistrict, South Tapanuli Regency, North Sumatra 22773. This research has started from July 2024.

**Table 3.2 Research Implementation Planning**

Activity	Month/the Year 2024		
	October		
<b>Observation</b>			
<b>Planning</b>			
<b>Data Collection</b>			

### 3.3. Population and Sample

#### 1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono. 2019: 126). The population of this study was the eighth grade students of SMP Negeri 3 Batang Angkola consisted of four classes. The number of students is 105 students.

**Table 3.3 classes and number of students**

Class	Number of Students
VIII-1	27
VIII-2	26
VIII-3	26
VIII-4	26
<b>Total</b>	<b>105</b>

#### 2. Sample

Sample is part of the number and characteristics possessed by the population (Sugiyono. 2019: 127). The researcher took 27 students of class VIII-1 as the



research sample. The sample was taken using systematic sampling technique. Systematic sampling is a sampling technique is based on the order of the population members who have been given sequential numbers Sugiyono (2019).

**Table 3.4 classes and number of students**

Class	Number of Students
VIII-1	27
<b>Total</b>	<b>27</b>

### **3.4. Variables and Operational Definitions**

#### 1. Variables

A research variable is an attribute or trait or value of people, objects or activities that have certain variations set by researchers to study and then draw conclusions (Sugiyono. 2019: 68). Based on the research title 'Using Mini Drama to Elevate English Speaking Skills of Middle High School Students', the variables used in this study are:

#### 1. Independent Variable

Independent variables: variables that influence or cause the change or the emergence of the dependent variable. The independent variable in this study is Mini Drama.

#### 2. Dependent Variable

Dependent variable: the variable that is affected or that becomes the result, because of the independent variable. The dependent variable in this study is Speaking Skills.

#### 1. Operational Definition

Operational Definition is all variables and terms that will be used in research operationally, making it easier for readers / examiners to interpret the meaning of research. To determine how to measure and measure variables, researchers must know the type of data to be collected. (Nikmatur, 2017; Supardi & Surahman, 2014; Vionalita, 2020). Variables consist of independent variables and dependent variables. Independent variables are variables that affect or cause changes or the emergence of dependent variables. Meanwhile, the dependent variable is the variable that is influenced or that becomes the result, because of the independent variable (Sugiyono. 2019: 69). The independent variable in this study is Mini Drama and the dependent variable is Speaking Skills. The independent variable in this study is Mini Drama and the dependent variable is Speaking Skills. The operational definitions of each variable are:

1. Independent variable: Mini Drama

Drama is considered a modern and advanced technique for teaching speaking skills (Nguyen, C, T, 2023). Drama is considered a modern and advanced technique for teaching speaking skills because it provides hands-on experience in communicating. Through role and dialog exercises, participants can develop expression, intonation, and body language, and build confidence in public speaking. In addition, improvisation in drama trains flexible speaking skills, while teamwork strengthens interpersonal communication abilities. All these make drama an effective and innovative tool for improving speaking skills.

2. Dependent variable: Speaking Skills

Speaking skills are an essential tool for English language learners to convey messages and communicate for various purposes effectively (Sirisrimangkorn, L.

2021). Speaking skills are a crucial element in English language learning that supports effective communication in formal and informal contexts. The development of these skills requires regular practice, including interaction with native speakers, self-recording and practice in front of a mirror. Overcoming challenges such as confidence, pronunciation and limited vocabulary are key to improving speaking. Good speaking skills not only expand career opportunities and improve social relationships but also boost confidence in various communication situations.

### **3.5. Instruments of the Research**

In collecting the required data, researchers used oral tests that were given twice, the first during the pre-test and the second during the post-test. The form of the test used was a mini drama text. In this study, the pre-test was given in the first week of the experiment and the post-test was conducted in the last week to assess students' oral performance. The pre-test and post-test had the same form. The researcher designed the test based on the speaking assessment rubric used to assess students' speaking skills in the pre-test and post-test. The test covered five criteria in speaking assessment: Pronunciation, Fluency, Vocabulary, Grammar, Comprehension.

#### **1. Documentation**

The documentation technique is a search and acquisition of the necessary data through data that is already available (Hikmat, 2011: 83). The documentation technique is used with the intention of complementing the results of data obtained through interview and observation techniques that have been carried out previously. Documentation carried out in this study by storing various activities in

research that contain the process and results of research through taking pictures, and documentation (Sugioyono: 2014).

## 2. T- test

In this study, the researcher applied the mini drama technique in the informal learning process. The students and researchers learned about the mini drama material since the first meeting. The research was conducted in three meetings. The first meeting, the researcher gave a pre-test in the form of a mini drama text. The second meeting, the researcher applied the mini drama in the speaking learning process. The last meeting, the students had performed the mini drama bravely and enjoyed speaking more. The researcher used some procedures as follows:

### 1. Pre-test

The researcher gave a test to the sample before applying the mini drama as a pre-test to measure the students' initial knowledge. The test given was about the material that had been delivered on that day.

### 2. Treatment

In providing treatment, researchers conducted meetings in the classroom. The way researchers deliver material in classroom interactions is as follows:

- 1) The researcher showed the mini drama text and explained about the mini drama text.
- 2) The researcher asked the students questions about the mini drama story.
- 3) Students answered by explaining their ideas and thoughts based on the mini drama text in the target language as much as they could.

- 4) Students read the mini drama text.
- 5) The researcher corrects the students' pronunciation and pronunciation errors when speaking.
- 6) The researcher divided 5 groups to create a mini drama text to be performed in front of the class.
- 7) Each group consisted of 5 students and each group choose a theme that they performed.
- 8) The researcher determined the theme of the mini drama that was performed by students, including the themes of family, friendship, religion, honesty and discipline.

### 3. Post-test

After being given the treatment, students were given time to try to do the posttest, then students performed it in front of the class. The following is a speaking test in the form of a mini drama that the researcher applied in the study.

Title: 'Discipline to Success'

Theme: The importance of discipline in achieving goals.

Characters:

1. Arif - A student who is often late
2. Maya - Arif's friend, disciplined
3. Rani - Class leader, motivator
4. Mr Sigit - Strict teacher
5. Dika - Arif's friend, cheerful

Setting: Class at school, morning before the lesson starts.

Script: **(Scene 1: In class, Arif enters late)**

(Maya and Rani are already sitting on the bench. Pak Sigit is standing in front of the class).

Mr Sigit: (in a stern tone) Arif, you're late again. How many times has this happened?

Arif: (feeling embarrassed) Sorry, sir. I woke up late.

Maya: (whispering) Arif, you need to be more disciplined. We have the final exam!

**(Scene 2: During break outside the classroom)**

Rani: (approaching Arif) We need to prepare for the exam. If you keep being late, it could have an effect.

Arif: (nodding) I know, Rani. But it's really hard to wake up early.

Dika: (joking) Maybe you need a louder alarm!

**(Scene 3: Back in class, Pak Sigit gives an assignment)**

Mr Sigit: This assignment must be collected on time. Remember, discipline is important!

Maya: (encouraging) Come on, Arif. Let's make a study schedule together.

Arif: (determined) Alright! I'll try to be more disciplined from now on.

**(Scene 4: The next day, Arif came early)**

(Arif looks fresh, arrives on time and sits on the bench.)

Mr Sigit: (smiling) Arif, congratulations for coming on time! Well done!

Rani: (supporting) Look, Arif! Discipline can bring results.

Arif: (happy) Thanks, guys. I feel more prepared! (End: Arif and his friends studied together, they got good grades. Discipline led them to success)

**Table 3.5 Speaking Assessment Rubric is as in the following table (Hanik, 2011):**

SPEAKING ASSESSMENT RUBRIC		
ASPECT	SCORE	DESCRIPTION
Pronunciation	50	Easy to understand and has a native accent
	40	Easy to understand even with certain accents
	30	There are pronunciation problems that make the listener have to concentrate fully and sometimes misunderstandings occur.
	20	Difficult to understand due to pronunciation problems, often asked to repeat it
	10	Pronunciation problems are so serious that they cannot be understood

SPEAKING ASSESSMENT RUBRIC		
ASPECT	SCORE	DESCRIPTION
Grammar	50	No or few grammatical errors
	40	Occasionally makes grammatical errors but does not affect meaning
	30	Often makes grammatical errors that affect meaning
	20	Many grammatical errors that obstruct meaning and often rearrange sentences
	10	Grammatical errors so severe that they are difficult to understand

SPEAKING ASSESSMENT RUBRIC		
ASPECT	SCORE	DESCRIPTION
Vocabulary	50	Using native-like vocabulary and expressions
	40	Occasionally uses inappropriate vocabulary
	30	Frequent use of inappropriate vocabulary, limited conversation due to limited vocabulary
	20	Uses inappropriate vocabulary and limited vocabulary that is difficult to understand.
	10	Vocabulary is so limited that conversation is not possible

SPEAKING ASSESSMENT RUBRIC		
ASPECT	SCORE	DESCRIPTION
Fluency	50	Fluent like a native speaker
	40	Fluency appears slightly impaired by language problems
	30	Fluency somewhat impaired by language

		problems
	20	Frequent hesitations and stops due to language limitations
	10	Speech is disjointed and halting making conversation impossible

SPEAKING ASSESSMENT RUBRIC		
ASPECT	SCORE	DESCRIPTION
Understanding	50	Understand everything without difficulty
	40	Understands almost everything, although there is repetition in certain parts
	30	Understands most of what is said when speech is slowed down slightly despite repetition
	20	Having difficulty following what is being said
	10	Unable to understand even simple conversations

**Rating Scale:** 10 = Very Poor, 20 = Poor, 30 = Fair, 40 = Good, 50 = Excellent

### 3.6. Technique of Data Analysis

To find out whether there is a significant effect of using Mini Drama on students' speaking skills in the second grade of SMPN 3 Batang Angkola, the data were analyzed using dependent sample t-test (pretest and posttest). The paired sample t-test is conducted by comparing two means or averages of sample groups or comparing the results of the pre-test (before learning) and posttest (after learning) (Putri, D, A., et all. 2023). According to Ghozali (2021), the t statistical test is carried out to determine the effect of each independent variable on the dependent variable. The data was analyzed by the researcher using the SPSS statistical program. The data collected through speaking were analyzed and scored based on the following criteria:



## 1. Speaking Accuracy Assessment

**Table 3.6 Speaking Pronunciation Assessment**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Outstanding	90 - 100	They speak clear and excellent English in every word and sentence.
Very good	75 - 85	They speak English very well in every word and sentence
Good.	50 - 70	They speak English quite well in every word and sentence
Good enough	0 - 45	They speak English that is sometimes rushed.

## 2. Speaking Fluency Assessment

**Table 3.7 Speaking Fluency Assessment**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Outstanding	90 - 100	Their speech is very easy to understand and very fluent.
Very good	75 - 85	Their speech is very easy to understand and very fluent.
Good.	50 - 70	They speak effectively and well of subtlety
Good enough	0 - 45	They speak sometimes in haste but with good subtlety

**(Layman in Hartina 2013)**

## 3. Researchers also classify student grades into several classifications

**Table 3.8 classification of student grades**

<b>Score</b>	<b>Classification</b>
90 – 100	Outstanding
75 – 85	Very good
50 – 70	Good.
0 – 45	Good enough

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### 4.1. Data

##### 4.1.1 Quantitatif Data

This research employed a quantitative pre-experimental methodology. This study employed experimental research methodology to get predetermined results. In this study, the researcher employed pretest and post-test instruments administered to the experimental group utilizing the mini drama technique. The experimental group in this study comprised class VIII-1 of SMPN 3 Batang Angkola, comprising of 27 students: 13 male and 14 female. 13 male and 14 female. The participants in this study underwent pre-test and post-test evaluations after participating in the mini-drama learning process in the context of English language teaching. This was done to assess the impact of mini-drama as a technique to improve students' speaking skills.

The researcher conducted a pre-test and a post-test during the learning session, utilizing mini drama materials and teacher-centered techniques. The pre-test results indicated a minimum score of 65 and a maximum score of 80; however, the post-test data revealed a low score of 70 and a highest score of 90. This showed an enhancement, resulting in increased scores for the students following the intervention. The application of project-based learning via the mini drama technique demonstrates that mini drama enhances students' speaking proficiency.

## 4.2. Data Analysis

### 4.2.1. Analisis Data Kuantitatif

**Table 4.1 difference in pre-test and post-test results**

PRE-TEST			POST-TEST		
No	Nama Siswa	Nilai	No	Nama Siswa	Nilai
1	AD	70	1	AD	80
2	AS	65	2	AS	75
3	AF	70	3	AF	80
4	BO	70	4	BO	85
5	DI	70	5	DI	80
6	DJ	70	6	DJ	80
7	DW	65	7	DW	75
8	EA	60	8	EA	70
9	ES	80	9	ES	90
10	FR	70	10	FR	80
11	HI	70	11	HI	80
12	HS	70	12	HS	80
13	HG	70	13	HG	85
14	JR	75	14	JR	85
15	JP	75	15	JP	80
16	MN	70	16	MN	85
17	PS	70	17	PS	85
18	RJL	65	18	RJL	75
19	RH	70	19	RH	80
20	SM	75	20	SM	85
21	SO	70	21	SO	80
22	SJ	75	22	SJ	85
23	TE	75	23	TE	85
24	VA	70	24	VA	80
25	WS	65	25	WS	75
26	YM	75	26	YM	80
27	YL	65	27	YL	75
<b>Total</b>	<b>27</b>	<b>1.895</b>	<b>Total</b>	<b>27</b>	<b>2.175</b>

The analysis of difference in pre test and post test, it was found that the aspects evaluated included pronunciation, grammar, vocabulary, fluency, and comprehension. These evaluations are crucial for the execution of the assignment.

Utilization of Pre-test and Post-Test research instruments to elevate students' speaking proficiency.

**Table 4.2 Difference score between pre test and post test**

No	Name	Score	
		Pre test	Post test
1	AD	70	80
2	AS	65	75
3	AF	70	80
4	BO	70	85
5	DI	70	80
6	DJ	70	80
7	DW	65	75
8	EA	60	70
9	ES	80	90
10	FR	70	80
11	HI	70	80
12	HS	70	80
13	HG	70	85
14	JR	75	85
15	JP	75	80
16	MN	70	85
17	PS	70	85
18	RJL	65	75
19	RH	70	80
20	SM	75	85
21	SO	70	80
22	SJ	75	85
23	TE	75	85
24	VA	70	80
25	WS	65	75
26	YM	75	80
27	YL	65	75
<b>Total</b>	<b>27</b>	<b>1.895</b>	<b>2.175</b>

The table displays the enrolment status of the 27 students in class VIII-1 before the pre-test assessment. As a result, we determined that one student scored below 65, five students below 70, 14 students below 75, six students below 80, and one student scored below 85. The application of mini drama as a project-

based technique to elevate students' speaking skills resulted in an increase in the post-test scores of the 27 students in the class. The technique involved the use of special treatments within the classroom. Among the groups, one subgroup consisted of 1 student who achieved a score of over 65, another group consisted of 5 students with a score of over 70, the next group consisted of 12 students who scored over 75, another group consisted of 8 students who scored over 80, and the last group consisted of 1 student who scored over 85. The table shows a continuous increase in pre-test and post-test scores, with no decrease in post-test scores.

The improvement of students' skills in spoken English through the use of mini drama demonstrates this understanding. The table above shows the extent to which students improved their speaking skills through mini drama drama. Students can acquire practical skills related to the subject matter. These competencies may include problem solving, critical analysis, communication and collaboration.

#### **4.2.1.1. Data Descriptive Statistics**

Descriptive statistics involve several methods for collecting and analyzing numerical data to find significant and interesting insights. The SPSS results are categorized into pre-test and post-test data obtained from the experimental group. The table presents the maximum, minimum, average, and standard deviation of the scores.

**Table 4.3 The Result of Descriptive Statistic****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	60,00	80,00	70,1852	4,27008
Posttest	27	70,00	90,00	80,5556	4,45778
Valid N (listwise)	27				

The results of descriptive analysis showed an increase in the average score from pretest to posttest after the application of the mini drama method in 27 experimental class students. At the pretest stage, the average score for students was 70.1852, with a minimum score of 60.00 and a maximum score of 80.00. After the intervention, the mean value of the posttest increased to 80.5556, with a minimum value of 70.00 and the highest value of 90.00. The standard deviation showed a continuous variation in scores, which was 4.27008 in the pretest and 4.45778 in the posttest. This study shows that the mini drama method effectively elevate EFL students' speaking skills.

**4.2.1.2. Test of Normality****Table 4.4 Test of Normality****One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		27
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	2,22772960
Most Extreme Differences	Absolute	,201
	Positive	,193
	Negative	-,201
Kolmogorov-Smirnov Z		1,044
Asymp. Sig. (2-tailed)		,226

a. Test distribution is Normal.

b. Calculated from data.

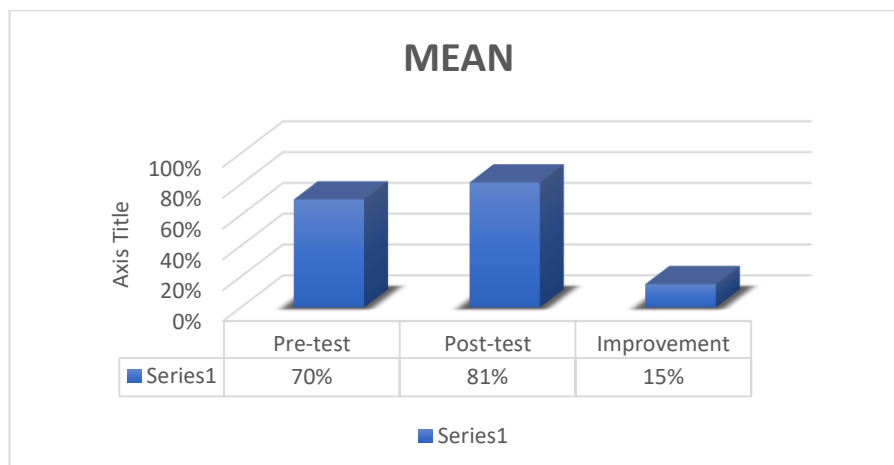
Normality tests assess the distribution of data within a dataset or variable to see if it aligns with or deviates from a normal distribution. The results of the one-sample Kolmogorov-Smirnov test indicate that the residual data in the present investigation correspond to the normality assumption. The sample size is 27, with a mean residual value of 0.0000000 and a standard deviation of 2.22772960. The significance value (Asymp. Sig. 2-tailed) of 0.226, beyond 0.05, indicates that the residual data adheres to a normal distribution. This study's acceptance of the normality assumption validates the use of parametric statistical methods, such as the t-test, to assess the efficacy of mini theater in improving students' speaking skills in the context of learning English as a foreign language.

#### **4.2.1.3. Paired Simple T-test**

The paired simple t-test is a statistical method used to compare two sets of linked data, including pre-test and post-test results within the same group. This test aims to find out if there is a significant difference in the mean values of the two assessments.

In this study, participants conducted a pre-test before the intervention and a post-test afterwards. The researcher used the paired simple t-test to assess the effect of the intervention on the variations in participants' scores. This test assumed that the disparities between data pairs (post-test minus pretest) conform to a normal distribution. This study will presented mean scores, standard deviation, and p-value, indicating statistical significance and helping researchers.

Researchers evaluated the efficacy of the provided intervention. The assessment was performed with the SPSS software application. The experiments performed were as follows:

**Figure 4.1 Mean**

The results of data analysis showed an increase in the average score of students' speaking skills after teaching through mini drama. The mean score of the pre-test was 70.1852, which increased to 80.5556 in the post-test, indicating an increase of 10.3704 points. A total of 27 students participated, with a standard deviation of 4.27008 in the pre-test and 4.45778 in the post-test, indicating a slight increase in score variability after the intervention.

The graph shows an increase from 70% in the pre-test to 81% in the post-test, indicating an increase of about 15%. The results showed that the mini-drama learning method significantly improved the speaking skills of EFL students in secondary education.

**Tabel 4.5 Paired Simple T-test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest - posttest	-10,37037	2,37208	,45651	-11,30874	-9,43201	-22,717	26	,000



Paired samples The t-test analysis revealed a significant difference between the pretest and posttest scores for students' speaking proficiency following the implementation of mini drama as a pedagogical approach. The mean difference between the pretest and posttest was -10.37037, which indicates that the posttest scores surpassed the pretest scores. This indicates an improvement in students' speaking skills after education using the mini drama method. The standard deviation of the difference between pretest and posttest scores was 2.37208, with a standard error of 0.45651.

The 95% confidence interval for the mean difference spanned from -11.30874 to -9.43201, excluding zero, thus indicating that the observed difference was statistically significant. The calculated t-value was -22.717, with 26 degrees of freedom and a significance level (p-value) of 0.000 ( $p < 0.05$ ). Therefore, we can conclude that the introduction of mini drama significantly increase the speaking proficiency of senior high school students.

#### **4.2.1.4. Hypothesis Test**

This study used a one-group pre-test and post-test design to analyze data collected from 27 students who participated in the intervention. All students completed a pre-test prior to the implementation of project-based learning through mini-drama, followed by a post-test to evaluate the effectiveness of the intervention.

- a. Null hypothesis (H<sub>0</sub>): There is no significant difference in students' speaking skills scores before and after the application of the mini drama.
- b. Alternative Hypothesis (H<sub>1</sub>): There is a significant difference between students' speaking skills scores before and after the application of the mini

drama.

The researcher used a paired t-test to compare the average results of students' speaking skills before and after applying the mini drama approach. The results showed that the p-value was less than 0.05, leading to the rejection of H<sub>0</sub>. The mini drama method significantly increase students' speaking skills, as evidenced by the increase in the mean score from 70.19 to 80.56 after the intervention..

### **4.3 Research findings**

The results showed that the mini drama learning method significantly increased students' speaking skills in English as a foreign language (EFL). Descriptive statistical analysis showed the pretest mean score of 70.1852, with a standard deviation of 4.27008, before the application of mini drama. After students engaged in the mini drama approach, the posttest mean score increased to 80.5556, with a standard deviation of 4.45778. The increase in the mean score by 10.3704 points indicates a positive increase in students' speaking skills after the mini drama intervention.

The researcher conducted a paired sample t-test to assess the difference in average scores between the pretest and posttest. This test yielded a t-value of -22.717 and a p-value of 0.000, which is smaller than 0.05. The difference between the pretest and posttest scores was statistically significant, indicating that the increase was not solely due to luck. The 95% confidence interval for the average difference spanned from -11.30874 to -9.43201, excluding zero, thus strengthening the assertion that the improvement was genuine and significant.

The Kolmogorov-Smirnov test indicates that the residual data fulfils the

assumption of normality, with a significance value of 0.226 which exceeds 0.05. This indicates the appropriate application of parametric statistical tests, such as the t-test in this study. The findings suggest that the mini drama learning approach effectively improves students' speaking ability at the secondary school level in an EFL context. This study corroborates the idea that interactive learning methodologies that incorporate dramatic can positively enhance speaking skills in a foreign language for wider implementation in language education programmes.

#### **4.4. Discussion**

This study shows that the mini-drama method substantially increases students' speaking skills in English language learning. After the implementation of this strategy, students' speaking skills showed consistent improvement. The results of statistical analysis show that this improvement is significant, and the method used has met the criteria for data normality, so the results are reliable.

The mini drama technique as a pedagogical approach increases students' confidence and engagement in verbal communication in an interactive learning environment. Educators can adopt this approach to increase students' speaking skills in a more engaging and contextualised way.

This research shows that the mini drama method increases speaking skills and by creating a dynamic learning environment. The mini drama method encouraging students to be more openly in reducing shyness or anxiety in communication. This strategy allows students to practice English in real-life situations, thus enhancing the learning process.

The limited number of participants and short duration limited this study. The researcher anticipates future studies with larger samples to strengthen and

expand the applicability of this strategy.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1. Conclusion**

This research showed that the mini drama-based learning method was beneficial to elevating students' speaking skills in the context of learning English as a foreign language (EFL). The mini drama method created an interesting environment for learning and motivated students to engage in active communication, thus significantly increase their speaking skills.

The conclusions of this research were significant to language development projects that require innovative and participative approaches to increase student engagement in the learning process. This approach demonstrated that a structured yet informal learning environment could help students overcome obstacles in speaking, such as anxiety or lack of confidence, while elevating their communication skills.

English language educators can considered the mini drama approach as an alternative pedagogical strategy to elevate students' speaking skills in an engaging and contextually relevant way. Diverse educational settings adapted this method, making it an effective tool for foreign language learning that emphasises practice and interaction.

#### **5.2. Suggestion**

Based on the findings and insights gained from this study, several recommendations can be made for educators, students, and future researchers.

The first recommendation for educators encouraged the development of relevant situations, regular assessment of student progress, and subsequent modification of instructional strategies. Encouraging students' active participation is essential to increase their confidence in speaking, and additional training for teachers could increase the effectiveness of this strategy in the classroom.

Secondly, students are encouraged to use small plays to increase their confidence in speaking and reduce anxiety. Students proactively engaged in each situation to hone their skills. Self-reflection after the session was essential to identify areas for development. In addition, providing reciprocal feedback can accelerate the elevation of your speaking skills.

Finally, to increase the generalisability of the findings, future researchers were encouraged to extend this study by using a larger sample and including more educational contexts. Research could have examined variations of the mini drama method or evaluated its effects on additional language skills, such as listening and reading. Additional parameters, such as the duration of the intervention and the intensity of the exercises, may have influenced the success of this approach. Researchers should have utilised qualitative methodologies to explore students' experiences during the mini-drama learning process in greater depth.

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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah : SMPN 3 Batang Angkola

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : Drama

Tahun Pelajaran : 2023/2024

Waktu : 4JP x 40' (2 Pertemuan)

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi), santun dan percaya diri dalam berinteraksi secara efektif dalam lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan sumber lain yang sama dengan sudut pandang/teori

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi
3.16. Menelaah karakteristik unsur dan kaidah kebahasaan dalam teks drama yang berbentuk naskah atau pentas.	<p>3.16.1 Mengidentifikasi karakteristik unsur-unsur teks drama (tema, alur, latar, tokoh, dan watak).</p> <p>3.16.2 Memilih karakteristik kaidah kebahasaan (konjungsi temporal, kata kerja, dan kata sifat) dalam teks drama.</p> <p>3.16.3 Menyimpulkan karakteristik unsur dan kaidah kebahasaan dalam teks drama.</p>

4.16. Menyajikan drama dalam bentuk pentas atau naskah.	<p>4.16.1 Merencanakan unsur drama dengan kaidah kebahasaan yang tepat dalam naskah dramayang akan ditulis.</p> <p>4.16.2 Menyusun teks drama dalam bentuk naskah dengan memperhatikan unsur dan kaidah kebahasaan dalam teks drama yang akan ditulis.</p> <p>4.16.3 Menyajikan drama sesuai naskah drama dengan menggunakan penghayatan dan ekspresi yang tepat.</p>
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### C. Tujuan Pembelajaran

Peserta didik melalui kegiatan Project Based Learning mampu menelaah karakteristik unsur dan kaidah kebahasaan dalam teks drama yang berbentuk naskah atau pentas. Serta menyajikan drama dalam bentuk pentas atau naskah dengan menjunjung tinggi nilai jujur, disiplin, tanggung jawab, percaya diri, dan kreatif.

### D. Materi Pembelajaran

#### 1. Materi Reguler

- a. Faktual : Drama
- b. Konseptual : Unsur-Unsur Drama:
  - 1) Tema
  - 2) Alur
  - 3) Tokoh
  - 4) Setting/Latar
  - 5) Amanat
  - 6) Bahasa

Struktur Teks Drama:

Prolog: Merupakan pembukaan/peristiwa pendahuluan dalam drama.

Dialog: Urutan peristiwa dalam dialog yaitu:

- Orientasi
- Komplikasi
- Resolusi

Epilog: Merupakan bagian akhir dalam drama yang menjelaskan inti dari cerita.

Kaidah Kebahasaan Teks Drama:

- 1) Konjungsi temporal
- 2) Kata kerja

## 3) Kata sifat

## c. Prosedural :

- 1) Langkah-langkah menulis teks drama.
  - 2) Langkah-langkah bermain peran
  - 3) Cara penghayatan dan berekspresi ketika bermain peran
  - 4) Bermain drama dengan metode bermain peran (role playing)
2. Metakognitif : Drama dan kaitannya dengan kehidupan sehari-hari.

**2. Materi Pengayaan**

- a. Membuat rangkuman tentang karakteristik unsur-unsur drama dan kaidah kebahasaan teks drama dari buku peserta didik yang membahas tentang unsur-unsur drama dan kaidah kebahasaan teks drama.
- b. Mengerjakan soal-soal latihan tentang menelaah unsur-unsur teks drama.
- c. Mencari contoh-contoh naskah drama dari berbagai sumber.

**3. Materi Remedial**

- a. Mengulang kembali materi yang sudah dipelajari, sesuai dengan materi yang belum dipahami peserta didik.
- b. Memberikan soal-soal latihan terkait materi yang belum dipahami.
- c. Memberi tugas terkait untuk menelaah karakteristik unsur-unsur dan kaidah kebahasaan teks drama.

**E. Model dan Metode Pembelajaran**

1. Model : Project Based Learning (PJBL)
2. Metode : Role Playing, diskusi, presentasi

**F. Alat dan Media Pembelajaran**

1. Alat:
  - a. Whiteboard
2. Media
  - a. Teks materi drama

**G. Sumber Belajar**

- a. Vidio Pembelajaran Youtube

**H. Langkah-langkah Pembelajaran**

Tahap	Kegiatan pembelajaran	Alokasi waktu
Pendahuluan	1.Guru memberikan salam pembuka kepada peserta didik. 2.Peserta didik menjawab salam pembuka, berdoa untuk memulainya pembelajaran, dicek presensi kehadirannya oleh guru, dan mengondisikan diri untuk belajar.	10 menit

Kegiatan Inti	Pertemuan Pertama
	<p><b>a. Fase 1, Pertanyaan Mendasar</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati contoh drama dengan seksama melalui penayangan drama yang disajikan guru melalui proyektor. (Rasa ingin tahu/Penguatan Pendidikan Karakter /PPK)</li> <li>• Guru menjelaskan materi pembelajaran menggunakan bahan ajar berupa penayangan powerpoint.</li> <li>• Guru memberikan contoh tahapan mempraktekkan sebuah drama</li> <li>• Peserta didik mencermati penjelasan guru mengenai materi struktur dan ciri kebahasaan drama.</li> <li>• Diskusi tanya jawab terkait materi dan penjelasan yang telah diberikan guru kepada peserta didik. ( Critical thinking/Abad 21, Demokrasi/PPK)</li> </ul> <p><b>b. Fase 2, Mendesain Perencanaan Produk</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibagi kelompok, yang beranggota 5 orang.</li> <li>• Guru membagi LKPD kepada masing-masing kelompok.</li> <li>• Peserta didik diminta untuk menentukan peran tiap-tiap peserta didik dalam kelompok (pembagian tugas kelompok)</li> <li>• Guru memberikan penjelasan mengenai proyek yang akan dilakukan dan penentuan produk akhir pada pembelajaran.</li> <li>• Guru menjelaskan tahapan-tahapan pelaksanaan proyek yang akan dilakukan serta waktu pengerjaan yang akan diberikan pada proyek yang dilaksanakan.</li> <li>• Dengan bimbingan guru, peserta didik mendesain dan mengorganisasikan tugas belajar yang berhubungan dengan penentuan proyek yang akan dikerjakan (mengerjakan LKPD Pengetahuan dan Keterampilan)</li> </ul> <p><b>c. Fase 3, Menyusun Jadwal Pembuatan</b></p> <ul style="list-style-type: none"> <li>❖ Guru mengumumkan pada peserta didik bahwa proyek yang disusun harus selesai hari ini. Berikut jadwal peserta didik dalam membuat proyek.</li> </ul> <p><b>Pertemuan Pertama</b></p> <ul style="list-style-type: none"> <li>❖ Menyelesaikan LK Pengetahuan.</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Menyusun Naskah Drama pada LK Keterampilan.</li> </ul> <p><b>Pertemuan Kedua</b></p> <ul style="list-style-type: none"> <li>❖ Lanjuran Naskah Drama.</li> <li>❖ Menyajikan Drama Secara Berkelompok.</li> </ul> <ul style="list-style-type: none"> <li>• Guru menekankan bahwa naskah yang disusun harus dengan tema yang telah disepakati.</li> <li>• Peserta didik mengerjakan proyek sesuai langkah-langkah yang telah mereka susun (Creativity /Abad 21, Kerja keras, tanggungjawab/PPK).</li> </ul> <p><b>d. Fase 4, Memonitor Keaktifan dan Perkembangan Proyek</b></p> <ul style="list-style-type: none"> <li>• Guru membimbing peserta didik melakukan mencari ide untuk penentuan proyek yang akan di rancang.</li> <li>• Secara berkelompok peserta didik mendeteksi karakteristik unsur dan kaidah kebahasaan dalam teks drama yang berbentuk naskah atau pentas. (pada LKPD Pengetahuan)</li> <li>• Secara berkelompok peserta didik telah menentukan ide pembentukan proyek.</li> <li>• Peserta didik merencanakan unsur drama serta kebahasaan pada naskah yang akan dirancang</li> <li>• Guru membantu peserta didik yang mengalami kesulitan mengembangkan ide.</li> <li>• Secara berkelompok peserta didik menyusun naskah drama yang akan di praktekan.</li> <li>• Guru berperan untuk memperhatikan proses pelaksanaan proyek yang dilakukan oleh peserta didik.</li> </ul> <p><b>e. Fase 5, Menguji hasil karya</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik berdiskusi mengenai naskah drama yang telah dirancang oleh peserta didik.</li> <li>• Guru memantau keterlibatan peserta didik pada rancangan naskah drama.</li> <li>• Guru mempertanyakan peran dari masing-masing tokoh dalam naskah yang telah dirancang.</li> </ul> <p><b>Fase 6, Evaluasi Pengalaman Belajar</b></p>	
--	---	--

	<ul style="list-style-type: none"> <li>• Guru menanggapi hasil rancangan naskah drama yang telah diselesaikan.</li> <li>• Guru membantu peserta didik untuk melakukan refleksi atau evaluasi terhadap hasil kerja dan proses-proses yang digunakan.</li> <li>• Peserta didik mengumpulkan hasil kerja peserta didik secara berkelompok yang tertuang dalam LKPD Pengetahuan.</li> <li>• Guru mengingatkan peserta didik untuk latihan bermain peran secara berkelompok untuk penampilan proyek pada pertemuan selanjutnya.</li> </ul>	
	<b>Pertemuan Kedua</b>	
<b>Kegiatan Inti</b>	<p><b>a. Fase 1, Pertanyaan Mendasar</b></p> <ul style="list-style-type: none"> <li>• Guru bertanya sejauh mana proses pelaksanaan project yang telah dilakukan peserta didik secara berkelompok.</li> <li>• Guru bertanya mengenai kendala yang dialami peserta didik pada latihan bermain peran.</li> <li>• Guru memotivasi peserta didik untuk mempraktekkan hasil kerja peserta didik.</li> </ul> <p><b>b. Fase 2, Mendesain Perencanaan Produk</b></p> <ul style="list-style-type: none"> <li>• Guru memperhatikan kesiapan peserta didik untuk praktek bermain peran.</li> <li>• Peserta didik mempersiapkan diri serta alat peraga yang akan dipakai dalam memerankan drama.</li> </ul> <p><b>c. Fase 3, Menyusun Jadwal</b></p> <ul style="list-style-type: none"> <li>• Guru menginformasikan waktu pelaksanaan praktek bermain peran oleh peserta didik masing-masing kelompok.</li> <li>• Durasi penampilan setiap kelompok paling lama 15 menit.</li> </ul> <p><b>d. Memonitor Keaktifan dan Perkembangan Proyek</b></p> <ul style="list-style-type: none"> <li>• Guru memperhatikan kesiapan siswa untuk bermain peran.</li> <li>• Guru dan peserta didik berdiskusi mengenai hasil dan perkembangan drama yang akan diperankan.</li> </ul> <p><b>e. Menguji Hasil</b></p>	

	<ul style="list-style-type: none"> <li>• Peserta didik menyajikan drama dengan menggunakan penghayatan dan ekspresi yang tepat secara berkelompok di depan kelas dan disimak oleh peserta didik lainnya.</li> <li>• Diskusi tanya jawab mengenai proyek yang telah ditampilkan oleh keseluruhan kelompok.</li> <li>• Guru memantau proses diskusi yang dilakukan peserta didik.</li> <li>• Guru memberikan penguatan materi diakhir diskusi.</li> </ul> <p><b>f. Fase 5, Evaluasi Pengalaman Belajar</b></p> <ul style="list-style-type: none"> <li>• Guru membantu peserta didik untuk melakukan refleksi atau evaluasi terhadap hasil kerja dan proses-proses yang digunakan.</li> <li>• Peserta didik mengumpulkan hasil kerja peserta didik yang merupakan naskah drama secara berkolompok yang tertuang dalam LKPD keterampilan.</li> </ul>	
<b>Karakter</b>	<b>Jujur, Disiplin, Percaya diri, Tanggung jawab, dan kreatif</b>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru memberikan penyampaian berupa kesimpulan dari hasil kerja peserta didik selama proses penyelesaian proyek yang ditampilkan.</li> <li>2. Guru bersama siswa memberikan refleksi terhadap hasil pembelajaran.</li> <li>3. Guru menginformasikan materi yang akan dipelajari pada pertemuan berikutnya.</li> <li>4. Guru menutup kegiatan dengan mengajak peserta didik berdoa.</li> </ol>	

### I. Penilaian Proses dan Hasil Belajar

#### 1. Penilaian Hasil Belajar

Penilaian yang dilakukan meliputi dua aspek penilain, yaitu :

- A. Penilaian Akurasi Berbicara
- B. Penilaian Kefasihan Berbicara

#### 2. Mengklasifikasikan nilai siswa ke dalam beberapa klasifikasi

Score	Classification
90 - 100	Outstanding
75 - 85	Very good
50 - 70	Good.
0 - 45	Good enough



## **J. Rencana Tindak Lanjut Hasil Pembelajaran**

### **1. Pengayaan**

Kegiatan pembelajaran pengayaan dirumuskan sesuai dengan karakteristik peserta didik, alokasi waktu, sarana dan media pembelajaran. Peserta didik yang sudah mencapai ketuntasan belajar melakukan aktivitas dalam pembelajaran pengayaan sebagai berikut.

- a. Mengerjakan soal-soal tentang identifikasi unsur-unsur dan kaidah kebahasaan teksdrama.
- b. Membaca di perpustakaan atau artikel mengenai unsur-unsur dan kaidah kebahasaan teks drama

### **2. Remedial**

Peserta didik yang belum mencapai ketuntasan mengulang kembali materi yang sudah dipelajari sesuai dengan yang belum dipahami, peserta didik mengerjakan soal-soal latihan terkait materi yang belum dipahami dan memberi tugas yang sesuai dengan karakteristik unsur-unsur dan kaidah kebahasaan teks drama.

Medan, Oktober 2024

Mengetahui

Guru Bahasa Inggris



Efridahannum Daulay, S.Pd

Mahasiswa



Asri Rahmita Lubis

## Appendix 2

### Pre-test self-introduction

Pre test speaking test by introducing yourself one by one by saying:

Name : Tiroida Elisabet

Location : Hurase

Age : 12

Religion : Christian

### **Appendix 3**

#### **Post-test to create a mini drama script**

After receiving the lessons from your teacher, please form five groups to create a mini drama script. Afterwards, each group will present their final mini-drama script in front of the class. Nevertheless, students complete their mini-dramas as homework, working in groups of their choosing.

FORM K 1



MAJELIS PENDIDIKAN TINGGI  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
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 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Ketua dan Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Asri Rahmita Lubis

N P M : 2002050007

Program Studi : Pendidikan Bahasa Inggris

Kredit Kumulatif : 115

IPK = 3,62

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
<i>18/01/2024</i> <i>[Signature]</i>	Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students	<i>[Signature]</i> <i>[Stamp]</i>
	Efforts to Increase English Vocabulary by Writing Everyday Vocabulary Using a Digital English Dictionary Application for Class X MAS Aisyiah 01 Medan Students	
	Efforts to Improve English Speaking Skills of Class X MAS Aisyiah 01 Medan Students Through the Telling Quotes Method Using the TikTok Application	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 18 Januari 2024

Hormat Pemohon,

*[Signature]*  
Asri Rahmita Lubis

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yang bersangkutan

FORM K 2



MAJELIS PENDIDIKAN TINGGI  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238**  
 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

KepadaYth : Ketua dan Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Asri Rahmita Lubis  
 NPM : 2002050007  
 ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students


Sekaligus saya mengusulkan/menunjuk Ibu sebagai :

Dosen Pembimbing : Ambar Wulan Sari, S.Pd., M.Pd

  
 18 Januari 2024.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya.  
 Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.  
 Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 18 Januari 2024  
 Hormat Pemohon,

  
 Asri Rahmita Lubis

Dibuat Rangkap3 :  
 - Untuk Dekan/Fakultas  
 - Untuk Ketua Prodi  
 - Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0184 /II.3/UMSU-02/F/2024  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Asri Rahmita Lubis  
N P M : 2002050007  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students.

Pembimbing : Ambar Wulan Sari, S.Pd., M.Pd.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 19 Januari 2025

Medan 08 Rajab 1445 H  
19 Januari 2024 M



Wassalam  
Dekan  
  
**Dr. Hj. Syamsuurnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing Materi dan Teknis
  4. Pembimbing Riset
  5. Mahasiswa yang bersangkutan :
- WAJIBMENGIKUTISEMINAR**







**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Asri Rahmita Lubis  
 N.P.M : 2002050007  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 11, Bulan Oktober, Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 11 Oktober 2024

Ketua,

**Dr. Pirman Ginting, S.Pd., M.Hum.**



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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 Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Asri Rahmita Lubis  
 NPM : 2002050007  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Using Mini Drama To Elevate Speaking Skill Of Efl Middle High School Students.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
5/8/2024	add explanation about language	
12/8/2024	tidying up the writing and improving reference source & explain the research gap	
14/8/2024	include the theory used in the research method, add up the samples and create a column	
21/8/2024	explain example of aspects of speaking clearly.	
22/8-2024	Research Approach	
28/8-2024	References	
26/8-2024	Acc semprom	

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 26 Agustus 2024

Dosen Pembimbing

( Ambar Wulan Sari, S.Pd.,M.Pd.)





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Asri Rahmita Lubis  
 N.P.M : 2002050007  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students

Sudah layak diseminarkan.

Medan, 28 Agustus 2024  
 Disetujui oleh  
 Pembimbing

*Ambar Wulan Sari*

(Ambar Wulan Sari, S.Pd., M.Pd.)

**UMSU**

Unggul | Cerdas | Terpercaya



**MAJELIS PENDIDIKAN TINGGI  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Jumat Tanggal 11 Bulan Oktober Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

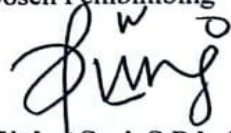
Nama Lengkap : Asri Rahmita Lubis  
N.P.M : 2002050007  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students

No	Masukan dan Saran
Judul	
Bab I	- Background of study - Objective of study.
Bab II	- Review of literature.
Bab III	- What method will you use in this research - Instrument
Lainnya	Please check the writing system
Kesimpulan	[ ] Disetujui [ ] Ditolak [ <input checked="" type="checkbox"/> ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

  
(Fatimah Sari Siregar, S.Pd., M.Hum.)

Dosen Pembimbing

  
(Ambar Wulan Sari, S.Pd., M.Pd.)

Panitia Pelaksana

Ketua

  
(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

  
(Rita Harisma, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
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 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Asri Rahmita Lubis  
 N.P.M : 2002050007  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students

Pada hari Jumat, tanggal 11 bulan Oktober, tahun 2024 sudah layak menjadi proposal skripsi.

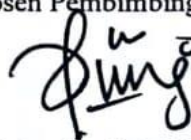
Medan, 11 Oktober 2024

Disetujui oleh:

Dosen Pembahas

  
 (Fatimah Sari Siregar, S.Pd., M.Hum.)

Dosen Pembimbing

  
 (Ambar Wulan Sari, S.Pd., M.Pd.)

Diketahui oleh  
 Ketua Program Studi,

  
 (Dr. Pirman Ginting, S.Pd., M.Hum.)





MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XU/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

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Nomor : 2814/11.3/UMSU-02/F/2024  
 Lamp : ---

Medan, 11 Rabiul Akhir 1446 H  
 14 Oktober 2024 M

Hal : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala  
 SMP Negeri 3 Batang Angkola  
 Di  
 Tempat.**

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Asri Rahmita Lubis**  
 N P M : 2002050007  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : **Using Mini Drama to Elevate Sepaking Skill of EFL Middle High School Student.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



**Dra. Hj. Syamsuarnita, MPd.**  
 NIDN : 0004068701

**\*\*Pentinggal**





**PEMERINTAH KABUPATEN TAPANULI SELATAN**  
**DINAS PENDIDIKAN DAERAH**  
**SMP NEGERI 3 BATANG ANGKOLA**



Alamat : Desa Hurase Kecamatan Batang Angkola email:smpn3.batangankola@yahoo.com Kode Pos : 22773

**SURAT KETERANGAN**  
**NO : 420 / 034 / SMPN3.BA/VII/2024**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Batang Angkola Kecamatan Batang Angkola Kabupaten Tapanuli Selatan menerangkan bawah :

Nama	: ASRI RAHMITA LUBIS
NPM	: 2002050007
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1

Adalah benar mengadakan penelitian di SMP NEGERI 3 Batang Angkola tanggal 23 dan 25 Oktober 2024 Untuk keperluan persyaratan menyelesaikan Skripsi dengan judul **“Using Mini Drama to Elevate Sepaking Skills of EFL Middle High School Student”** Seusai dengan surat dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 2814/II.3/UMSU-02/F/2024 Perihal Izin mengadakan Riset/Penelitian

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya dan sesudahnya kami ucapkan terimakasih.

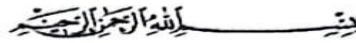
Hurase, 25 Oktober 2024  
 Kepala SMP Negeri 3 Batang Angkola



**MASHURI S.Ag**  
 NIP.197406152008011005



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
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 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Asri Rahmita Lubis  
 N.P.M : 2002050007  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Using Mini Drama to Elevate Speaking Skills of EFL Middle High School Students.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17/10-2024	- Instrument	
19/10-2024	- Research Implementation planning	
22/10-2024	- Variables and operational Definitions	
26/10-2024	Rubric	
2/10-2024	Data and Data Analysis	
5/10-2024	conclusion.	
7/10-2024	Acc Green Table	

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 7 November 2024

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

## Appendix 17

## The analysis of differences in pre-test and post-test

PRE-TEST			POST-TEST		
No	Nama Siswa	Nilai	No	Nama Siswa	Nilai
1	AD	70	1	AD	80
2	AS	65	2	AS	75
3	AF	70	3	AF	80
4	BO	70	4	BO	85
5	DI	70	5	DI	80
6	DJ	70	6	DJ	80
7	DW	65	7	DW	75
8	EA	60	8	EA	70
9	ES	80	9	ES	90
10	FR	70	10	FR	80
11	HI	70	11	HI	80
12	HS	70	12	HS	80
13	HG	70	13	HG	85
14	JR	75	14	JR	85
15	JP	75	15	JP	80
16	MN	70	16	MN	85
17	PS	70	17	PS	85
18	RJL	65	18	RJL	75
19	RH	70	19	RH	80
20	SM	75	20	SM	85
21	SO	70	21	SO	80
22	SJ	75	22	SJ	85
23	TE	75	23	TE	85
24	VA	70	24	VA	80
25	WS	65	25	WS	75
26	YM	75	26	YM	80
27	YL	65	27	YL	75
<b>Total</b>	<b>27</b>	<b>1.895</b>	<b>Total</b>	<b>27</b>	<b>2.175</b>







## POST TEST

## GROUP 1

Group 1

No. \_\_\_\_\_

Date: \_\_\_\_\_

<input type="checkbox"/>	Title. True Siblings
<input type="checkbox"/>	Characters
<input type="checkbox"/>	1 Astri (sister 1)
<input type="checkbox"/>	2 Ahmad (brother 1)
<input type="checkbox"/>	3 Eva (sister 2)
<input type="checkbox"/>	4 Deo (brother 2)
<input type="checkbox"/>	5 Dosmauli (sister 3)
<input type="checkbox"/>	6 Fitri (sister 4)
<input type="checkbox"/>	Setting: living room
<input type="checkbox"/>	(Astri Ahmad Eva Deo Dosmauli and Fitri are gathered in the living room)
<input type="checkbox"/>	Astri = (smiling) Hi, everyone! What are our plans for this weekend?
<input type="checkbox"/>	Ahmad = (excited) I want to organise a family game! We can play board games or video games
<input type="checkbox"/>	Eva = (enthusiastic) That's a great idea! But we could also cook together and try new recipes.
<input type="checkbox"/>	Deo = (agrees) Yes, we can make our favourite food and then eat together
<input type="checkbox"/>	Dosmauli = (thinking) we can also watch a film after that, we can choose a film that everyone likes
<input type="checkbox"/>	Fitri = (happy) I love it! We can spend time together and make good memories
<input type="checkbox"/>	Astri = (thinking) What if we divide the tasks? For example who cooks and who prepares the games
<input type="checkbox"/>	Ahmad = (nodding) Okay, Astri and I will be responsible for cooking
<input type="checkbox"/>	Eva = (smiling) Me and Deo will prepare the games!
<input type="checkbox"/>	Dosmauli = (excited) Fitri and I can choose the film we'll watch

## GROUP 2

- Mr. Sigit : (in a stern tone) Arif, you're late again. How many times has this happened?
- Pak Sigit : This assignment must be collected on time. Remember discipline is important!
- Mr Sigit : (Supporting) (Stuttering) Arif Congratulation for coming on time, I well done.
- ~~~~~
- Group 2
- Here is the Scenario of a mini drama with the theme of honesty in Bahasa Indonesia.
- Title: Honesty that Strengthens
- Characters:
- Alex (Cheating)
  - Bonayya
  - Dani
  - Buelite (Sarcasm)
  - Hardi
  - Walles
- Setting: Classroom
- (Alex, Bonayya, Dani, Buelite, Hardi, Walles are sitting in their classrooms after the exam.)
- Alex : (Fidgeting) Hi, Everyone. I have something to confess. I cheated on the exam.
- Bonayya : (Surprised) What? Why did you do that?
- Dani : (Worried) Alex, you know cheating is not right, it can have serious consequences.



## GROUP 3

No. \_\_\_\_\_

Date: \_\_\_\_\_

<input type="checkbox"/>	Group 3
<input type="checkbox"/>	Characters :
<input type="checkbox"/>	1. Hasipa
<input type="checkbox"/>	2. Junus
<input type="checkbox"/>	3. Matias
<input type="checkbox"/>	4. Richard
<input type="checkbox"/>	5. Sheylo
<input type="checkbox"/>	
<input type="checkbox"/>	(Hasipa, Junus, Matias, Richard and Sheylo gather in the garden after school).
<input type="checkbox"/>	- Hasipa : (excited) Hi, guys! What are our plans for today ?
<input type="checkbox"/>	- Junus : (Holding a book) How about we study together? there's an exam next week
<input type="checkbox"/>	- Matias (looking worried) I'm sure I can make it. I'm having trouble with this material
<input type="checkbox"/>	Richard : (taps matias on the shoulder) come on matias we can help you we all complement each other
<input type="checkbox"/>	Sheylo : (agreeing) Yes matias we've learnt together before and it really helps
<input type="checkbox"/>	Matias : (a little hesitant) But I'm afraid I can't keep up
<input type="checkbox"/>	Hasipa : (Smiling) It's okay, we can start from the basics we'll do it together!
<input type="checkbox"/>	Junus : (teasing) And after learning we can take a break by playing games!
<input type="checkbox"/>	Sheylo : (excited) Yes! It'll make learning more fun!
<input type="checkbox"/>	Matias : (Smiling) Alright, I agree thanks, guys, you guys are great friends!
<input type="checkbox"/>	Richard : (enthusiastically) Let's start learning
<input type="checkbox"/>	(They all get together and start studying with

## GROUP 4

Date: \_\_\_\_\_

	GROUP 4.
	Here is an example of a mini drama scenario with the theme of discipline:
	Title: Discipline is the key to success:
	Characters:
	1. HIZKIA
	2. Jelita
	3. Paniroi
	4. Roi
	5. Septi
	Setting: Classroom
	(Hizkia, Jelita, Paniroi, Roi and Septi are setting in the classroom, They are having a discussion)
	Hizkia: (whispering to Jelita) Discipline is boring, isn't it?
	Jelita: (nodding) Yes, sometimes it's hard.
	Paniroi: (interrupting) BUT discipline is important! Without discipline, we can't achieve our goals.
	Roi: (supporting) Right! You see, if we're not disciplined in our studies, our grades will definitely be bad.
	Septi: (listening) I agree. I once submitted an assignment late, and my grades went down.
	Hizkia: (thinking) Hmm, maybe I should be more



## GROUP 5

<input type="checkbox"/>	GROUP 5
<input type="checkbox"/>	Here is an example of a mini drama scenario with a religious theme:
<input type="checkbox"/>	Title: 'Friendship In Diversity'
<input type="checkbox"/>	Characters:
<input type="checkbox"/>	1. Steven
<input type="checkbox"/>	2. Nebola
<input type="checkbox"/>	3. Jesica
<input type="checkbox"/>	4. Yucan
<input type="checkbox"/>	5. Thyrolda
<input type="checkbox"/>	Setting: School garden
<input type="checkbox"/>	(Steven, Nebola, Jesica, Yucan and Thyrolda are gathered in the school garden.)
<input type="checkbox"/>	Steven: (excited) Hi, guys! Tomorrow is a big day for all of us. What are your plans?
<input type="checkbox"/>	Nebola: (smiling) I'm going to pray and sitting out with my family. It's a special time.
<input type="checkbox"/>	Jesica: (nodding) yes, me too. Today, we commemorate an important moment in our religion.
<input type="checkbox"/>	Yucan: (telling a story) In my place, we have a special tradition. We invite our neighbours to share a meal.
<input type="checkbox"/>	Thyrolda: (smiling) That's beautiful! Our religion also teaches us to share and respect each

## Appendix 19

### Documentation Research

Observation documentation at SMPN 3 Batang Angkola



**SMP Negeri 3 Btg. Angkola**



**SMPN 3 school building**



**Students of VIII-I**



**Classroom of VIII-I**



**Representative of VIII-I drama group**

**Appendix 20****CURRICULUM VITAE**

Name : Asri Rahmita Lubis  
Npm : 2002050007  
Gender : Female  
Religion : Islam  
Place/Date of birth : Pintu Padang, 29 May 2001  
Address : Pasar Lama  
Email : [asriahmitalubis1234@mail.com](mailto:asriahmitalubis1234@mail.com)

Father's Name : Alwin Asri Lubis  
Moher's Name : Listimora Pane

**Educational Backgrounds**

Elementary School : SDN 101030 Pasar Lama  
Junior High School : MTSN Batang Angkola  
High School : MA BAHARUDDIN  
Universitas : Universitas Muhammadiyah Sumatera Utara