

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a way of human communication. Delahunty and Garvey (2010:5) state that Language is a system that connects thought, which can not be heard, seen, or touched, with sound, letters, manual signs, or tactile symbols. The Language tool that humans used in daily activity delivered in unique ways like written, spoken, or another sign.

English is the language, originally of England, now spoken in many other countries and used as a language of international communication throughout the world. Huddleston and Pullum (2005:1) state that English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, media. English is very important in this era. Because of it Indonesia's schools make it be a subject in the school. It will be a provision for their future in facing technological advances.

There are four skills in English, Listening skill is the ability to understand information delivered by the speaker. Speaking is the skill that give us the ability to communicate with others orally. Reading skill is the ability to understand the written text. Writing skill is the ability where you take your ideas and information and present them in a nice written for others to read. All of the skills are important in learning English, but we can't master all the skills of English if we don't communicate or master speaking English.

Speaking is the skill that give us the ability to communicate effectively. According to Freeman (in Risnadedi,2001:56-57) Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, that speaking ability more complex and difficult than people assume, and speaking skill like learn other cases in study of language.

When the writer did the field Practice Program (*Praktek Pengenalan Lapangan (PPL)*) at SMP Santa Lusia Medan, it was found that the students had problems in speaking. It was so difficult for them to talking English and did not understand what the teacher said. It happened because some of the students had a poor vocabulary, knowledge, and not interest in English. They did not have the confidence to express their opinion and afraid to speak up in front of the class, not only that some of them also poor attention about English, but also some of them did not confidence with their knowledge, so when the teacher asked them to speak up in English they did not do it directly.

Based on the experiences of the writer, she made a pre-research in SMP Santa Lucia, the writer found that they were poor in speak English. The writer gave students a speaking test to find out their problem in speaking. The writer makes evidence to prove the statement above.

The Student's score in pre-observation

No	Nama	S
1	AG	59
2	AN	60
3	GS	55
4	MS	60
5	GA	50
6	JG	55
7	CH	50
8	AL	55
9	MG	54
10	RF	55
11	RIS	58
12	KL	60
13	TI	60
14	LOS	60
15	RKI	59
16	AO	55
17	RK	54
18	AD	60
19	QN	60
20	CKL	55
TotalScore		1,134

Based on the problems and the results of the speaking test above, the writer is interested in conducting a research entitled The Effect of Mini-Drama towards the Students' Speaking Performance. Mini-Drama is a technique to improve students' speaking mastery. According to Melvil (2016:3) Mini-Drama is a good technique to teach speaking skills because students will enjoy doing activities. With Mini-Drama students are more directed to be more responsible for their respective duties and roles. This can make the learning process more active because this technique asks all students to take part in speaking in front of the class and develop students' speaking skills well.

1.2 Problem of the study

Based on the background study above, this study is conducted to answer the problem formulated in the following question below :

“ Does Mini–Drama affect on the Speaking performance of the Seven grade students at SMP Santa Lusia Medan?”.

1.3. The Objective of the Study

The objectives of the study areas stated below : “ To find out whether Mini-Drama affects on the Speaking Performance of the Seven Grade Students at SMP Santa Lusia Medan.

1.4 The Scope of the Study

In learning English students must be mastered in four skill if learn a language especially English. But, the writer scopes this study just in Speaking skills. There are many problems in speaking like, less of vocabulary, the wrong pronunciation, etc. Because of it the writer scope this study in Speaking Skill, to solve the problem in speaking there are much techniques that can we use like, Mini-Drama and in this case the writer interest to choose mini-drama. As Kao & O’Neill (1998:81) state that drama activity creates a lively, enjoyable learning environment, motivates students to participate in classroom activities and helps to build up the students’ confidence in learning the target language. There are types of mini-drama likes Comedy, Melodrama, Pantomim, Tragedy, Educational Drama and the witer limitations just in Educational Drama.

1.5 The Significances of the Study

The results of this study are expected to be useful:

1. Theoretically

- a. To give an alternative for teaching speaking in class
- b. To enrich the theories and can be a reference for future studies related to mini drama technique in effect the speaking skill

2. Practically

- a. For Writer, this study becomes to the writer to teach speaking in the next future.
- b. For the English Departement Students, as source of research and Reference for students English Department research.
- c. Teachers, it can be used as a technique to teach speaking skills in class.
- d. For next Researchers, as a comparison source and reference.

1.6 The Hypothesis

This study will answer the question about the significant difference between teaching speaking by using the Mini-Drama technique and teaching speaking without using it. Therefore, the writer proposes the hypothesis as follows:

Alternative Hypothesis (Ha):

There is a significant effect of Mini-Drama on the Speaking Performance of the Seven Grade Students at SMP Santa Lusia Medan.

Null Hypothesis (Ho)

There is no significant effect of Mini-Drama on the Speaking Performance of the Seven Grade Students at SMP Santa Lusia Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The theoretical framework is the structure that can support a theory of a research study. This chapter will present a review of related literature and an explanation of the related material. It is very important to clarify all terms that were related to the study to have a clear perspective of the implementation in the field. The writer presents this chapter to strengthen the study.

2.2 Speaking

Speaking is one of four skills in English. It is a productive skill in the sense that the speaker produces sounds of the language. Speaking is one of the most important basic skills that someone needs to mastery so that each other can communicate and doing conversation to get information.

According to Brown (2004:10) speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises their liability and validity of an oral production test. It means that speaking can help a human being to do interaction directly and accurately, speaking also as a tool to do observation is invariable.

According to Ratih in Syakir (2009:27), speaking is the form of oral language that is inevitably used to communicate ideas and feelings, no matter what the language is. on the other hand, speaking is an oral activity in producing a sound that expression opinion and constructs meaning.

According to Richard (2008: 19), “The mastery of speaking skill in English is a priority for many second languages or foreign language learners”. Therefore, it is a must for the students to acquire speaking skills. Therefore, it is a must for the students to acquire speaking skills. However, speaking in English is a difficult thing that is faced by the students.

Based on the definitions above the writer concludes that speaking is an activity that doing by two or more people to share information, so each other can change some information. The main aim of speaking is to communicate and express ideas/, which conveys the message from the speaker to the listener. speaking skills help to convey messages so that they can be understood. Them mastery of speaking skills in English is a priority for many second or foreign language learners.

2.2.1. Types of Speaking Test

According to Brown, 2004:271 there are six similar categories that can be applied to a kind of oral production that students are spected to carry out in the classroom they are:

1. Imitation

Imitation of this kind is carried out not for though the purpose of meaningful interaction, but for focusing on some particular element language from. Drills offer the students an opportunity to orally speaking they offer limited practice through repetition and grammatical form with their appropriate context. Here are some useful guidelines for successful drills:

- a) keep them short
- b) keep them simple
- c) keep them snappy
- d) Make sure students know why they were doing the drills
- e) Limit them to phonology of grammar points
- f) Make sure they ultimately lead to communicate goals.
- g) Do not overuse them.

2. Intensive

Intensive speaking goes one step beyond to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners over a certain form of language.

3. Responsive

A good deal of students speaking in the classroom is responsive/: short replies to the teacher or students-initiated questions or comments. These replies are usually sufficient and do not extend into the dialogue. Such can be meaningful and authentic

4. Transactional

Transactional language/carried to conveying or exchanging specific informational an extended form of responsive language/. Learners would need to learn how such features as the relationship among interlocutors, causal style/, and sarcasm will be coded linguistically in this conversation.

5. Interpersonal

In this form, the conversation is carried out more to maintain social relationships than for the transmission of facts and information.

6. Extensive

Finally, the students at intermediate to advanced levels will be called on to give extended monologues in the form of oral reports, summaries, or perhaps should speeches. Here the registries more formal and declarative. These monologues can be planned. Based on the explanations above/, the writer can conclude that in speaking people should be good in communicate so they can get the point of the communication. People need to understand well how to give and receive a production in the speaking process. People also need to know what they want to do and what they want to get, so their communication gives some benefits to each other.

2.2.2 Elements of Speaking Skill

According to Harmer (1991:21) categorized those things into six skills, they are:

1. Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essentials to learn before practicing speaking.

2. Pronunciation

Either four or five components are generally recognized in the analysis of the speech process. Certainly, they all realize that pronouncing is one of the speaking elements that have a strong relation with vowel and consonant, stress, and intonation

3. Grammar

Grammar is the study of language which deals with many forms. The forms mentioned are the forms and the structure of words and with the customary in phrases and sentences.

4. Fluency

Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary

5. Comprehensibility

Comprehensibility is an ability to understand, know/, or get the speakers' point (message) to another or partner.

6. Self-Confidence

Self-confidence becomes an important factor in the speaking learning process. A student with a good grammatical and vocabulary master usually has big confidence to express ideas, suggestions, or answer the question.

2.2.3. Problems in Teaching and Learning Speaking

Learners sometimes have some obstacles when they want to talk in class. According to Munjanayah (2004:17) argues that some possible problems in speaking including:

1) *Inhibition*. Learners are often inhibited about trying things in foreign language classrooms, afraid to make mistakes or to be criticized, and shy to utter words.

2) *Nothing to say*. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves.

3) *Lower uneven participation*. Only one participant talks because some learners dominate, while others speak a little or not at all.

4) *Mother tongue use*. In the class, all learners share the same mother tongue, so they feel unnatural to speak in a foreign language

The researcher defines speaking skills operationally as the participants' ability to speak fluently, accurately through using a specific drama model.

2.3 General Concept of using Mini-Drama Technique

In this concept, the meaning of the Mini-Drama technique, how to use this model in the class, why does the writer choose the Mini-Drama technique in teaching speaking, the rationale, and the action.

2.3.1 Mini – Drama

Drama is a technique of teaching speaking since it can bring a different learning atmosphere in the class. As Kao & O'Neill (1998:81) state that drama activity creates a lively, enjoyable learning environment, motivates students to participate in classroom activities and helps to build up the students' confidence in learning the target language. It means drama can motivate students in learning speaking. Drama is known as the performing of stories through action. It is not just explained through narration. It is one of the techniques that can be used in teaching, especially speaking.

As Chauhan (2004:12) says that drama involves ideas, emotions, feelings appropriateness, and adaptability; in short opportunity to use language in operation is absent in a conventional language class. Drama also can make the process of learning become fun and the class will not get bored anymore like the other class.

Bobkina (2015:76) stated that drama techniques are based on the Communicative Approach. Students are involved in pair and group activities, where they have the opportunity to dedicate more time to speaking interaction with their peers, and negotiate meaning in order to be understood. The groups are constantly exchanged so that the students have the chance to know each other better and increase their confidence. The teacher does not direct the activities, but he or she acts as a facilitator of the learning process since the student is the true protagonist and the lesson is learner-centered.

2.3.2 Kinds of Drama

In general, there are kinds of drama, the researcher tries to explain below:

1. Opera

Opera is a dramatic art form, which arose during the Renaissance in an attempt to revive the classical Greek drama tradition in which both music and theatre were combined.

2. Pantomime

These stories follow in the tradition of fables and folk tales, usually, there is a lesson learned, and with some help from the audience, the hero/heroine saves the day.

3. Educational Drama or Creative Drama

Educational Drama or creative drama refers to dramatic activities and games used primarily in educational settings with children. Its roots in the United States began in the early 1900s, the focus of this research collection is only on that part of the drama curriculum that emphasizes process and on the drama that connects with other educational aims, particularly those of the language arts especially speaking skills

4. Tragedy

Tragedy according to the Oxford English Dictionary is “a play of serious or solemn kind, a very sad event, action or experience.”

5. Comedy

This includes a joke, or a fantastic story that is full of nonsense, or an absurd appearance that makes us giggle, smile, or laugh.

6. Melodrama

A play that utilizes music extensively using drama when it to performance. Based on these several kinds of drama, there are advantages and disadvantages of each, but the author's focus is on Educational Drama or Creative Drama because the purpose of educational drama is to create experiences where students can understand human interactions, emphasize other people and internalize alternative viewpoints, this is very effective in helping students develop speaking knowledge.

2.3.3 Educational Drama

Learning educational drama shares many of the language acquisition theories that make acquiring speaking skills easy and successful, and it also emphasizes the communication skills and meaningful input required. Also, research has shown drama to be a successful method of ESL/EFL instruction. Specifically, drama has been shown to reduce students' anxiety and to increase their confidence and motivation towards foreign language learning. In addition, a small body of research shows that drama is effective in improving foreign language skills; yet does not specifically address the needs of English language learners. This study uses these frameworks as a way to add to the literature on the uses of educational drama in English language instruction.

Drama has the potential to lower English language learners' affective filter, helping them lose their inhibitions and overcome their fear, shyness, and anxiety. Burke & O'Sullivan (2002:4) put in plain words that educational drama is an engaging activity that can increase motivation and cause students' to be so involved in the action and forget that they are learning. According to Peregoy and Boyle (2008:16) explicate that "Drama activities provide students with a variety of contextualized and scaffolded activities that gradually involve more participation and more oral language proficiency; they are also non-threatening and a lot of fun".

According to McMaster (2008:6) elucidates that there exists a direct relationship between theatre and language learning and that implementation of drama techniques would improve vocabulary acquisition, fluency, communication, pronunciation and get rid of shyness, etc. According to Vygotsky

(2008:4) also raise the value of socially shared activities that are environmentally enriching as a means of promoting higher mental functioning.

Therefore, this technique can increase students' interest in learning as well as teachers enrich the children's environment by bringing them to the technique of educational drama.

2.3.4 The Advantages of Using Educational Drama Technique in Learning Speaking

These are some benefits of using the Educational drama technique in learning speaking. (Vu, 2009) states that there are six benefits of using drama:

- a. Authentic tasks. The tasks used in processing learning are similar to real-life tasks. The speaking skill of students is enhanced, it's similar to a play and allowing them to approximate the body and speech.
- b. Increased motivation. The motivation comes from the innovative and practical nature of process learning.
- c. A context is established which balances the need for fluency and accuracy.
- d. Consists of all of the skills, it is reading, writing, listening, and speaking, are related to each other.
- e. A flexible method. Its match the needs of learners with varying skill levels and learning style.
- f. Other skills are developed. Such as interpersonal communication, planning, self-confidence.

2.3.5 The Procedure of Mini – Drama in Teaching Speaking

Mini-Drama is a technique of teaching speaking, the duration will be shorter than the common drama. It will be called a mini-drama. Mini-drama is brief dialogues that demonstrate the relationship (s) between ideas. As Education (2007:212) says that mini-dramas are a great technique to help students to build their visualization skills. Mini-drama allows students in teams or pairs to summarize what they have seen and learned interactively. The common drama takes a longer time, but mini-drama runs for 20-30 minutes.

Students observe the video or drama text , identify the intrinsic elements of the drama text given by the teacher, Students identify the pronunciation and sentence structure of the drama text given by the teacher.

Students ask about things related to the intrinsic elements of drama texts. Students ask about the correct pronunciation, the structure of the text, and the Teacher will give a Pre-test.

Students look for information related to the intrinsic elements of drama texts. Students look for information related to the pronunciation and writing structure of drama texts. In groups, students work on the tasks provided by the teacher. Students share roles according to the drama text. Learners practice in groups with the time given by the teacher. Students show drama and other groups pay attention, and the Teacher will give a Post-test.

Educators carry out an evaluation of learning that has taken place. Students and educators do reflection. Educators deliver material for upcoming meetings.

2.4 Previous of the Study

The study about Mini-Drama technique to the students' speaking skill has been conducted by several researchers. In this case, the writer takes previous research from the Journal of English Language Teaching” *The Effect of Mini Drama towards Students' Speaking Skill for Senior High School* ” which was done by Umami Hanik Volume 8 Nomor 1 (2020). The research of this design is quantitative research by using experimental class. The students' of ten-grade as a population in SMAN 2 Bangkalan, and 34 students of both classes as a sample. Speaking assessment rubric and test as the instrument of this research. The post-test and pretest score was the data that were analyzed by the Mann-Whitney U Test. In this research, the data was not normally distributed, thus the researcher uses Mann-Whitney to know the significance of the data. the result has shown that the data was significant. It is because the post-test scores are .000. It means that the score was lower than .05. also, the use of mini-drama can bring a good effect to make the students are talk active. However, .48.18 was the result of effect size, which means that the research brings a large effect of using mini-drama in SMAN 2 Bangkalan

The second one is taken from a thesis “*The Use of Mini-Drama to Improve Students' Speaking Skill*”, which was done by Novila Cici Viranti (2019). This research investigated how to apply Mini-Drama in helping students to improve speaking skills to the year-8 students.

The data result namely, Based on the explanation in the previous chapter about the result of improving students' speaking skills by using a mini-drama to year-8 students of MTsN 2 Pontianak, it can be concluded that mini-drama improved students speaking skill in asking and giving information about a person's capability. Students' pronunciation, grammar, fluency, and students' the behavior was improved when the teacher use mini-drama. From the progress in each cycle and the data that was collected during the research, students' speaking skill was improved.

The third one is taken from the Journal of “ Improving Students' Speaking skill Using Mini-Drama” which was done by Elsa Sholyhat (2019). This research did in SMKIN Khoirat Tangerang. The researcher concludes that teaching speaking using the mini drama technique is effective. It can be seen from the gained score that is obtained in the experiment class. The research shows the gained score obtained in the experimental class is higher than the control class. Based on the testing of the hypothesis, it was known that the sig (0.000) was similar to 0.05. it indicated that H_0 is rejected. It means the researcher Hypothesis H_a there is a significant difference in teaching speaking by using mini-drama technique at tenth grade of SMKI AL KHOIRAT Kabupaten Tangerang is accepted.

On the contrary, the study conducted by the writer has several similarities and differences from the research was carried out by the previous research. the similarity was they were using the Mini-Drama technique to increase speaking skills. furthermore, this research uses a similar idea with the instrument, most of all give a test to measure the students' speaking skills before and after doing this research. the difference between the research is the object of the research and the sample of the research .previous study is applied the research on the senior high school and research design is CAR, while this research applies the research on the junior high school at seven grade.

2.5 Conceptual Framework

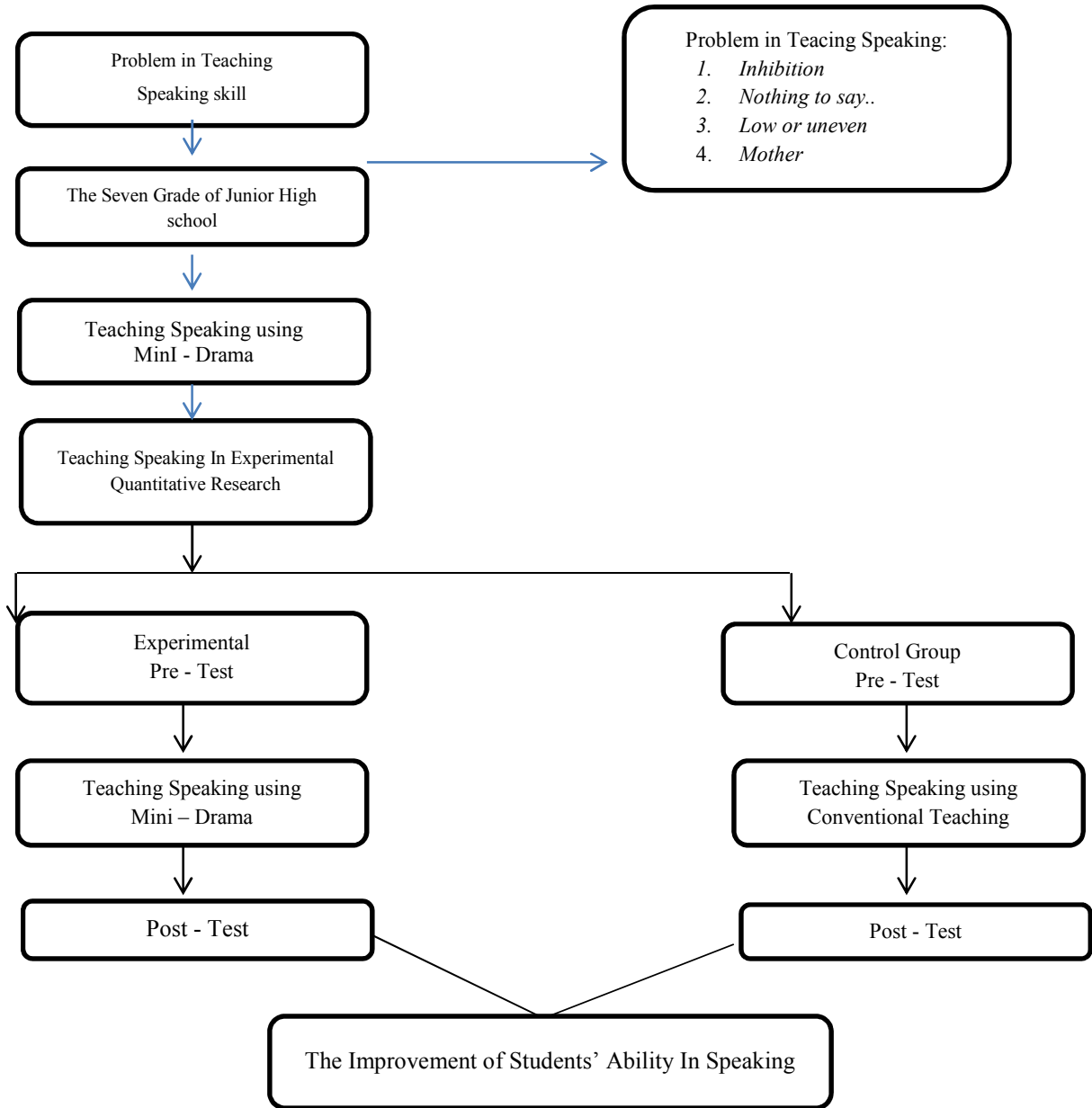


Figure 2.1. Conceptual Framework of The Effect of Mini-Drama on the Speaking Performance of the Seven Grade Students SMP Santa Lusia Medan (Sitorus Rutfina:2021)

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The design of this study was experimental quantitative research. There are two classes that the writer used in this study as the sample of the research. They are used experimental group and control group. The experimental group was taught by using Mini-Drama, while the control group was taught by using conventional technique. The teacher gave the students a pre test and post test in the class. A pre test was administrated both of groups. Post-test was given to both groups to see the differences. The data of the study was taken from the test that students did in the experimental and control groups. The pre-test and post-test was scored by the written. The score includes the pretest and post-test. The effect of mini-drama towards the students' speaking performance was proved by comparing the data the score that taken from experimental and control group test.

Table
3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Mini-Drama	√
Control	√	Using Conventional teaching	√

3.2. The Population and Sample

a. The Population

The population of this study was taken from the Seventh grade of SMP Santa Lusia Medan in the academic year 2021/2022. The seven grade in SMP Santa Lusia consists of three classes namely VII-1, VII-2, VII-3 each class consists of 25 students. So the total number of seventh-grade students in SMP Santa Lusia were 75 students

b. The Sample

The sample of this study was the seventh-grade students SMP Santa Lusia Medan. The writer was taken the VII-2 and VII-3 as the sample of two classes, for the control group VII-2 (10 Students) and experimental group VII-3 (10 Students). The writer used cluster way to research the student from both of classes.

3.3. Instrument of Collecting Data

The instrument of collecting the data was a speaking test. The control group and experimental group were given pre-test and post-test. The treatment was conducted after the administration of the pre-test. The experimental group was taught by using the Mini-Drama technique, while the control group was taught by using the conventional technique. The writer was recorded the students speaking performances in pre-test and post-test.

3.4 The Procedure of Collecting Data

Teaching was done into two groups, they were experimental group and control group. The experimental group was taught by applying the Mini-drama technique while the control group was taught given by conventional technique. The research procedures was consisted of three parts namely pre-test, treatment, and pos-test.

Teaching Procedure of Experimental Group and Control Group

STEP	Control Group	Experimental Group
Pre-test	<ol style="list-style-type: none"> 1. The teacher was greeted the students to open the class (introduction) . 2. The teacher was motivated the students and instructs the students before the test. 3. The teacher was given an oral pre-test to the students by giving a topic and was made the students in pairs time 35 minutes. 4. The teacher was asked students in pairs to come in front of the test. 	<ol style="list-style-type: none"> 1. The teacher was greeted and check the students' attendance. 2. The teacher was explained the topic that they was learned. 3. The teacher was explained what the students was did. 4. The teacher was given the pre-test to the students and then the students do it.
Treatment	<p>Without Mini-Drama Technique:</p> <ol style="list-style-type: none"> 1. The teacher was asked the studentst to open their book to get information about the conversation. 2. The teacher was given a topic and was asked the students to practice it. 	<p>By using Mini-Drama Tecnique:</p> <ol style="list-style-type: none"> 1. The teahcer was divided students into groups. 2. The teacher was explained the procedures for working in groups. 3. The teacher was given a simple drama script to the students.

		<ol style="list-style-type: none"> 4. The teacher was given time for each group to memorize their respective roles for 7 minutes. 5. The teacher was asked to the students what parts was not understood. 6. After the exercise in the groups, each group performs while another groups pay attention.
Post-test	<ol style="list-style-type: none"> 1. The teacher was given a conclusion about the lesson for around 10 minutes . 2. The teacher was given Post-test 3. The teacher check their work and then was given the score. 	<ol style="list-style-type: none"> 1. The teacher was given a conclusion about the lesson for around 10 minutes. 2. The Teacher was given the post-test to the students. 3. The teacher was checked their work and then give the score.

3.5 Scoring the Test

In scoring the data of this study, an oral test was given to the students to evaluate the students' speaking competence. Five aspects were scored. They were pronunciation, vocabulary, grammar, fluency, and comprehension. The writer choose these scoring criteria because they are suitable to score students' ability in speaking. The scoring criteria was described as follows:

Table 3.3

Proficiency Descriptions By (Huges,2003:131)

Aspect	Score	Proficiency Description
Pronunciation	0	Pronunciation frequently unintelligible
	1	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	2	“foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	3	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
	4	No conspicuous mispronunciations, but would not be taken for a native speaker.
	5	Native pronunciation, with no trace of “foreign accent”.
	6	Grammar almost entirely inaccurate except in stock phrase.
	12	Constant errors showing control of very few major patterns and frequently preventing communication.
	18	Frequent errors showing some major patterns
	24	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
	30	Few errors with no patterns of failure
	36	No more than two errors during the interview
	2	Vocabulary inadequate for even the simplest conversation.
	8	Vocabulary limited to basic personal and survival areas (time, transportation, family etc)
	12	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
	16	Professional vocabulary adequate to discuss special

		interest, general vocabulary permits discussions of a non-technical subject with some circumlocutions.
	20	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.
	24	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
Fluency	2	Speech is so halting and fragmentary that conversations are virtually impossible
	4	Speech is very slow and uneven except for short or routine sentences.
	6	Speech is frequently hesitant and jerky, sentences may be left uncompleted
	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	10	Speech is effortless and smooth but perceptibly non-native speaker's
	12	Speech on all professional topics as effortless and smooth as a native speaker's
Comprehension	4	Understand too little for the simple type of conversation
	8	Understand only slow, very simple speech in common social and touristic, requires constant repetition and rephrasing.
	12	Understand carefully, somewhat simplified speech when engaged in a dialogue but may require considerable repetition or rephrasing.
	15	Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition or rephrasing
	19	Understand everything in normal educated conversation except: for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
	23	Understand everything on both formal and colloquial speech to be expected of an educational native speaker.

Table 3.4

Scoring System for Students' Speaking

Aspect	Score					
Pronunciation	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	14	33	50	66	83	100

From the table above, it was taken to measure the students' weighting and it also easy to get the result of the scoring test. The students was given some exercises before and after use the Drama technique.

3.6 The Validity The Research

a. The Validity of Research

The validity determines how well the test . A test was said to be good if it is valid dan reliable. To ensure that the test was already good, the validity was established clearly and in accordance with the points of the test. Arikunto (2010:168) stated that validity is a measurement with shows the level of the validity of the instrument. An instrument was said validity it can measure what was supposed to be measured. There are four types of validity, namely, content validity, construct validity, concurrent validity, and predictive validity. This research was conducted with content validity. Content validity considers whether a test was the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test was to known whether the test measures the students' speaking skills or not.

3.7. Technique of Analyzing Data

This study used quantitative data. The quantitative data was used to analyze the score of students. It was collected and analyzed by comparing the score of students speaking ability during the speaking test. The data was analyzed by using some steps, namely:

1. Tabulating the score of the students in Pre-test and Post-test experimental and control group
2. Finding the mean two groups
3. Comparing the mean of two groups
4. Making Conclusion