THE USE OF INDONESIAN FOLKLORES DRAMA PERFORMANCES TO IMPROVE STUDENTS’ SPEAKING SKILLS FOR THE TWELFTH GRADE STUDENTS OF MA NU 03 SUNAN KATONG KALIWUNGU KENDAL IN THE ACADEMIC YEAR OF 2017/2018

GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

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2017
DECLARATION

In the name of Allah, the Most Gracious, the Most Merciful

Hereby, this graduating paper is written by the researcher herself. This paper does not contain any materials including ideas, information, opinions, and quotations from other people, except the information from the bibliography.

This declaration is made by the researcher with the regards that this declaration can be understood.

Salatiga, September 4th, 2017

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Declares that this graduating paper is written by the researcher herself and the researcher didn’t copy from other researchers. Theories and citations are used based on the code ethics of writing graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

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ATTENTIVE COUNSELOR’ NOTE
Case: Dewi Esti Fatmawati

Dear,
Dean of Teacher Training and Education Faculty

Assalamualaikumwr.wb.

After reading and correcting Dewi Esti Fatmawati’s graduating paper entitled “THE USE OF INDONESIAN FOLKLORES DRAMA PERFORMANCES TO IMPROVE STUDENTS’ SPEAKING SKILLS FOR THE TWELFTH GRADE STUDENTS OF MA NU 03 SUNAN KATONG KALIWUNGU KENDALIN THE ACADEMIC YEAROF 2017/2018”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikumwr.wb.

Counselor

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GRADUATING PAPER

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has been brought to the board examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 15th, 2017 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

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MOTTO

“I am not a perfect girl with great talent,
I am just a big dreamer with hard work.”

–The Researcher–
DEDICATION

This graduating paper is especially dedicated for:

1. My Lord Allah SWT, thanks to Allah for giving me spirit and healthy in my life then I can finish this graduating paper.

2. My beloved father and mother (Kiswanto and Siti Maesaroh) for their endless love, support, pray, and spirit. The most beautiful parts of my life, I always try to make them happy in their life.

3. My beloved sister Wahyu Eka Novianti for giving me loves.

4. My beloved family.

5. All students of English Department Education 2013
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*Alhamdulillahi rabbil ‘alamin.* All praise is to Allah SWT, the Almighty, the Merciful, and the owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis. Because of Him, the researcher could finish this graduating paper as one of the requirements for getting *Sarjana Pendidikan* (*S.Pd*) degree in English Education Department of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga in 2017.

I would like to express my sincerest gratitude for advices, knowledge, guidance, and support to:

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2. Suwardi, M.Pd., the Dean of Teacher Training and Education Faculty
3. Noor Malihah, Ph.D., the Head of English Education Department
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6. All the librarian of IAIN Salatiga

Salatiga, September 4th, 2017

The Researcher

Dewi Esti Fatmawati

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ABSTRACT


Keywords: Indonesian Folklores Drama, Improving Speaking Skill

The aim of this research is to improve students’ speaking skills for the twelfth grade students of MA NU 03 SUNAN KATONG KALIWUNGU KENDAL in the academic year of 2017/2018. In this Classroom Action Research, the researcher used Indonesian folklores drama performances. The subject of this research was 30 students. The researcher got the data by observation, documentation, and test. This research consists of two cycles. There were two meetings in cycle 1 and two meetings in cycle 2. The researcher used SPSS 16 windows program application to get the data about mean scores. The mean scores of pre-test was 61.100, post-test 1 was 65.166, post-test 2 was 76.033 then in Post-test 2 showed the higher improvements from pre-test and post-test 1. To know the percentage of students’ improvement, the researcher used formula by David (2008:3) and the students’ speaking skills had been improved 6.65% in the first Post-test and 24.43% in the second Post-test. The researcher used formula by Sudijono (2008:43) to know the students who could the KKM then the result showed that 13.33% students could pass the KKM in Pre-test, 20% students could pass the KKM in Post-test 1, and 56.66% students could pass the KKM in Post-test 2. From the results, students’ speaking skills improved after used Indonesian folklores drama performances.
CHAPTER I
INTRODUCTION

A. Background of the Study

English is very important subject to learn because everyone uses English to communicate each other as an international language. There are some important skills in English such as listening, writing, reading, vocabulary, and speaking but the important thing in communicative field is speaking. In another side, non-native speaker or students who learn English as a foreign language will have the difficulty to speak English well but speaking will be effective to be used in our daily conversation. According to Sevim(2014:734), speaking is the language ability which allows humans to express what they know, think and feel in the shortest way. The researcher wants students to be brave in expressing their feeling and their knowledge then the researcher focus on their skill on pronunciation, intonation, gestures, and stress as some aspects that include in speaking.

Considering the statement above, the students of MA NU 03 SUNAN KATONG KALIWUNGU KENDAL are still weak in speaking because they still have fear to speak up in front of class because they think that they are not a native speaker and there is no effective and interesting media to teach speaking. The students are get bored when they learned speaking without any interested
media and the teacher didn’t use their creativity to create their interactive media in teaching speaking. The relationship between students and teacher will be builtin teaching learning process by using an interactive media.

One of media that we can use in speaking is drama. According to Mahmud (2013:62), In the heritage media definition mean as a communication tool used by a particular community audience hereditary inherited from previous generations. Thus, in the context of some kind of heritage media obligation than the next generation who have inherited them to maintain and preserve what is received as an inheritance from previous generations. Inheritance media is also known as the people media. In a narrower sense, the media is often also referred to as folk art.

Furthermore, the researcher choose drama as a media because the purpose of drama by using Indonesian folklores are to train the skill in speaking because when students play their role in drama, they will get some specific material in their performances. There are so many folklores in Indonesia such as “AndeAndeLumut”, “RoroJonggrang”, “Timun Mas”, etc. On the other hand, Indonesia folklores are one of interesting topic that we can use in drama or theatre because it can build our knowledge about the wisdom of Indonesia. Indonesia has some variety of folklores such as tale, myth, legend, etc. According to Sukmawan and Setyowati (2017:298), The messages found in the folklores are firstly, catastrophe happens because of human's greed and misconducts to nature, and secondly it is human himself who can prevent the
disaster to happen. Used in foreign language classes, folklore can help the teacher to train the students' language and communication skills in reading, speaking and writing, at the same time it helps them to build awareness to the protection for the environment, enrich the cultural literacy, cultivate respectful behavior, and train their critical thinking ability. Then the teacher can use folklores as one of topics in drama because this topic has some messages and some benefits in education.

B. Research Questions

In this research, the researcher tries to use drama by using Indonesian folklores drama performances to improve the students’ speaking skills.

1. How is the use of drama of Indonesian folklores drama performances to improve students’ speaking skills?
2. What are the strengths and the weaknesses of drama of Indonesian folklores drama performances in the process of teaching and speaking?
3. What is the improvement of drama of Indonesian folklores in improving students’ speaking skills?

C. Objectives of the Study

This research has some following purposes:

1. To describe the use of drama of Indonesian folklores drama performances for The Twelfth Grade of MA NU 03 SUNAN KATONG KENDAL.
2. To know the strengths and the weaknesses of drama of Indonesian folklores in teaching speaking for The Twelfth Grade of MA NU 03 SUNAN KATONG KENDAL.

3. Whether there is any improvements or not when used Indonesian drama performances in improving students’ speaking skills for The Twelfth Grade of MA NU 03 SUNAN KATONG KENDAL.

D. Limitation of the Study

This study was focused in improving students’ speaking skills through Indonesian folklores drama performances. The subject of this study is the students by The Twelfth Grade of MA NU 03 SUNAN KATONG KENDAL.

E. Significance of the Study

This study was expected to give both theory and practical sector.

1. Theoretical

This study was expected to attract attention of the students to learn more in speaking and improve their speaking skill through drama by using Indonesian folklores.

2. Practical

The teacher can give easier material such as dialogues that was used in drama conversation and the teacher must give explanation about pronunciation, intonation, stress and gestures that include in speaking
performances. The important thing, the students can improve their speaking skill through drama by using Indonesian folklores.

F. Definition of Key Terms

1. Speaking Skill

According to Bashir, Azeem, & Dogar (2011:35), Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. However the researcher focused on some aspect in evaluating the students’ score.

According to Marza (2014:263), Pronunciation is a key aspect in the development of oral skills.

According to Vicenik & Sundara (2013:298), intonation is a second components of prosody that listeners may exploit when discriminating languages.

According to Checklin (2013:1), word stress is an imperative part of English language learning, both in terms of comprehending spoken English and increasing oral intelligibility.

According to Gibbon (2009:9), Gestural communication, with few exceptions, remained the province of psychologists, sociologists, and of experts in the gestural sign languages of those with restricted hearing until relatively recently. So gesture was very important in languages.
2. Educational Drama

According to Gallagher (2000:44), Knowing one's own context intimately is the first step in realizing a curriculum for learning. For teachers beginning to use drama in the classroom, it might be useful to think of these sources or generators of curriculum as the trigger or springboard for improvised exploration.

According to Kerekes & King (2010:43), Students engaged in drama plays in this manner become active in collaboration, dialogue and solution development because they are actively constructing their projects. The plays take on the life of the students and classroom. Moreover, the students take ownership of the projects. This dynamic sets the stage for the resulting learning to likewise be their own. Much like ancient fables, the final drama play solution may be small, or short, but for the students (and teachers) it has profound meaning and depth.

3. Indonesian folklores drama as a heritage media

According to Mahmud (2013:62), in the heritage media definition meant as a communication tool used by a particular community audience hereditary inherited from previous generations.

According to Philip and Shokri (2014:133,) drama is seen as an alternative teaching tool to help students acquiring the necessary knowledge especially the ability to communicate fluently in the target language.
4. Indonesian Folklores

According to Myrick (2012:17), Folktales are defined as stories that originated orally and have been passed down orally through the generations. There are four basic kinds. These are legends, myths, fairytales and fables. Folktales transmit meaning for students because they reflect their culture and therefore, are something that they can personally identify with.

According to Donaldson (2014:2), Considering Indonesia’s role as a major trade region throughout much of history, and the country’s role today as “a regional and global leader” (“Indonesia: Democracy and Governance”), Indonesian folklore provides an interesting window for examining the effects of globalization through its traces in “traditional” folktales.

G. Graduating Paper Outline

This graduating paper will consist of five chapters each chapter will be discussed as follows:

Chapter I presents introduction, it explains background of the study, research questions, objectives of the problem, limitation of the study, significance of the study, definition of key terms, graduating paper outline.

Chapter II describes literary review, previous study, supporting theories of speaking skill, educational drama, Indonesian folklores drama as a heritage media, Indonesian folklores. Firstly, theory about speaking, It presents the theory about speaking includes definition, aspects in speaking, and importance of speaking. Secondly, theories about educational drama that presents about the
definition and the use of drama in school and techniques of drama in language teaching, thirdly, theories about Indonesian folklores drama as a heritage media that present the definition heritage media and heritage media as a local wisdom. Fourthly, theories about Indonesian folklores. It explains about definition of Indonesian folklores and benefits of Indonesian folklores drama.

Chapter III describes research methodology. It describes research design, setting of the study, subject of the study, variable and indicator, technique of data collection, and technique of data analysis.

Chapter IV reports the findings and discussion of the research. It presents the result of the analysis of collected data. As the last chapter of this graduating paper.

Chapter V consists of closure will be divided into two parts, conclusion of the research and suggestion for teaching speaking through drama by using Indonesian folklores.
CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Research

The current research about drama performances had been researched in several years.

Ozdemir and Cakmak (2008) conducted a research in line with the current research. They researched about “The Effect of Drama Education on Prospective Teacher’s Creativity”. The participants of their research are 78 (50 females and 28 males) who attended the Primary School Teacher Education Program at Elementary Education Department of Faculty of Education, Kırıkkale University in fall semester of 2006-2007 academic year. The result of this research was drama enables students, in all levels of education, develop their intellectual skills such as creativity, problem solving, communication, socialization and empathy and it gives individuals the opportunity for self-actualization, group work and sharing their responsibilities. While pre-test scores summary is 52.64 (X = 10.52), post-test scores summary is 65.70 (X = 13.14). Compared to the pre-test scores, the creativity scores of the students increased in significant amount after they took drama education. The students improved more in fluency and originality dimensions of creativity than they did in the other dimensions. However, the current research has different way with
Ozdemir and Cakmak. The current research focus on the way drama can improve students’ speaking skills.

Another research about drama performance is also conducted by Nurhayati (2016). This research is about “Using Local Drama in Writing and Speaking: EFL Learners’ Creative Expression”. The participants consist of 50 females and 15 males for the Fourth Semester students of English Department at State Islamic Institute of Tulungagung-Indonesia. The results of this research showed that in writing the script, from legend, folktales, teenage story in the local context, some of groups combine their own ideas and the ideas from film. The story are written humorously without reducing the moral values which they want to deliver to the audience. In speaking performances, the students become more active and creative to speak up in English, they can express ideas using mimic, better pronunciation, more vocabulary then some of them say as candidate of teacher, they should perform in front of their students, by conducting drama, it helps them to be enjoyable in front of the public. However, this research is a little bit different with the current research. This previous research focused in writing and speaking skill then it used folktale or film as themes but the current research focus on speaking skill and the current research used Indonesian folklores as the specific theme.

Shokri and Philip also conduct a research about drama performances. They researched about “Implementing English Drama ForEngineering Student”.
The participants were students of University Tenaga Nasional (UNITEN) and doing their foundation year in College of Foundation and General Studies (CFGS). The participants were selected based on purposive sampling method and divided into four (4) classes. Each class consists of thirty students and they needed to form a big production and worked on the drama assignment with their team mates. The result was drama activity for pre-university students can never be taboo to language instructors as it helps learners being competent in the target language. This research tried to implement any interested media or teaching device but the current research try to give a media to improve their speaking skills and to broad students’ knowledge about our local wisdom or Indonesian folklores.

B. Supporting Theories

1. Speaking Skill

The researcher gives some descriptions about speaking skill such as some factors that can be influenced speaking skill and the importance of speaking skill. When we learn about English, we must know one the important skill is speaking because one the purpose of language is to communicate with others.

a. Factors of Speaking Skill

According to Gudu (2015:55-56), there are several factors that influence learning of speaking skills for instance use of mother tongue
outside and inside classroom environment, low status of English in a country, learners’ negative attitude towards English language, use of mother tongue by teachers to explain difficult concept, use of teacher-centered methodology and passiveness of learners in classroom (Ibid). These factors influence successful speaking skills lessons.

The researcher wants the teachers realize about the factors in speaking skill because every students have their each comprehension in speaking. It is not all about their IQ but the environment and mother tongue can influence their skills in speaking.

b. Aspects in Speaking

There are some aspects in scoring students speaking skills and the researcher focus on pronunciation, intonation, stress, and gestures.

According to Marza (2014:262), pronouncing a language properly is a key aspect when understanding and making ourselves understood. In the English as a Foreign Language (EFL) teaching and learning process pronunciation should play a determining role since it is directly related with the development of students’ communicative competence and thus to language proficiency and comprehensibility. In oral skill communication, right pronunciation is very important to deliver the language correctly.

According to Vicenik&Sundara (2013:298), all language seem to make some use of intonation, or pitch. Using the right intonation in one
sentences or some sentences are very important because when people had wrong pronunciation the communication will be fail.

According to Checklin (2013:2), as part of the stressed-timed pattern, words with two syllables will have one syllable stressed more than the other. The researcher can conclude that every word have some stresses.

According to Gibbon (2009:9), Gestures are an essential part of communication not only the gesticulatory body language of everyday face-to-face communication and the signing of deaf communicators, but also in the production of speech and in the production of acts of writing, typing, manual morse code transmission, semaphoring and ‘talking drums’ and many other varieties of communication. Here, gestures not only used in communication but also in any other aspect so in drama or another art performances need gestures.

c. Importance of Speaking Skill

In another side, Sevim(2014:734) says that if a person has a weak speaking skill, then his or her other language skills are badly affected as well. Speaking, one of the four communication skills, is the basis for language abilities. It is usually the sign of the people’s educational and cultural levels and social status.

When someone could not speak well, he or she will have a bad structure of language in communication because speaking skill is the
basis of communication. When we speak, we will show our status level in society because if we have a good manner or attitude in speaking we will have a high level in society because through communication, someone can appraise our educational and social level in society.

According to Luoma (2009:20) speaking is a skill that needs more attentions and it must be used as a routine communication.

When we communicate each other in foreign language, we also learn how the characteristic of the target language and it needs more attentions.

2. Educational Drama

a. Definition and the Use of Drama in School

Drama is media or tool that can be attractive in classroom especially in EFL (English as Foreign Language) because students can improve their speaking skills through interested theme in drama. According to Landy (1982:36), Educational drama is actually about some of the simplest aspects of human interaction people talking to each other and working together. It is also about people knowing how to read each other, not having to be told how to do one particular thing and following along a single track. In that way I would say it is the most sophisticated form of human behavior there is, because there’s very subtle interaction. Everybody has his or her own space, respects each other’s ideas, and takes the time to listen and to be heard.
As mentioned above, a second application of drama to secondary education concerns drama as a method of teaching other subjects. We discuss the relationship between drama and language arts, history, and integrated arts below. For now, let us look briefly at the most common application of drama to secondary education performance. Generally, secondary schools that offer drama/theatre studies tend to stress performance, production techniques, and dramatic literature courses. Creative drama might remain in the transitional junior high school grades, but by grade nine or ten, it all but disappears. In the recently published Theatre Arts: Framework for Grades 7-12, for example, we find mention of dramatic storytelling, puppetry, mime, and improvisation in grades seven and eight. But by grade eight we also find introduction to stagecraft, audition procedures, play production, and acting techniques.

The use of drama can teach student in Junior or Senior High School to work together, they will learn how to respect each other and they will cooperate to build their creative thinking to produce a great drama or theatre that they want to perform in front of class.

b. Techniques of Drama in Language Teaching

In drama, we need to know how the activities that we do in teaching drama then we also need some techniques to make it easy and successfully so the teachers and students need to know more about drama
techniques. In the book of “Drama Techniques in Language Teaching”, Maley(2005:6) said about the activities or the techniques in drama:

There are four main types of activity:

1. non-verbal warming up
2. non-verbal relaxation / cooling down
3. activities involving language
4. group formation activities.

Maley also said that it can be chosen to use the activities is up to you. As you come to get the feel of your class group, you will know best which ones to use at which moments. There is no grading, though activities are presented in clusters when they share common elements.

There are a number of further general points to be made:

1. Most of these activities involve physical activity. You will need to be vigilant to ensure that things do not get out of hand, and that students observe care and attention for others.
2. Some of the activities recommend lying on the floor. This must be at your discretion. If there is insufficient space, or if surfaces are too hard or dirty, students can usually do the activity standing or sitting.
3. Many activities involve physical contact between students. In some societies, such contact is taboo. Make sure that it is acceptable before
launching into it. (Note that it is often possible to do these activities if males are paired with males, and females with females.)

4. Many of the activities are good ways of warming up a group of students who do not yet know each other. It is important therefore that they change partners as often as possible so as to interact with a larger number of other students.

5. For many of the activities you may need to demonstrate the procedure with one of the students.

The teacher must have some plans about the activities, in drama we must make the students relax to express their expression. They need to learn about interaction to another because drama is like physical activities so the teacher must think how the place, the time, the dialogues, etc.

3. **Indonesian Folklores Drama as a Heritage Media**

   **a. Definition of Heritage Media**

   According to Mahmud (2013:57), Heritage media as one aspect of communication systems, cultural systems and social systems, have also caused tidal because of historical factors and socio-cultural changes in society. In use, the community also experienced a reduction as a result of the growth, development and socio-cultural changes in society. Heritage media that should be a local wisdom marginalized communities into the political factors and power. This causal pattern may occur because of
some mechanism depends on various factors such as ecological, economic, social, cultural and society itself.

So, heritage media can develop our social system because we can communicate through cultural as a media in communication system of society.

b. Heritage Media as a Local Wisdom

Such tales is one of the heritage media have ever popular in Indonesia. In the past, the opportunity to listen to these stories is always there, because it is a portion of the oral culture in Indonesia. For the mothers and making fairy tales is a way to communicate with their children, especially to inculcate social values, which is derived from generation to generation. In various regions in Indonesia, the heritage media appeared in various forms and nature, in line with local wisdom cultural variations in those regions. For example, TudangSipulung (seated together), Ma'buloSibatang (gathered together in a bamboo hut), Sinrilik, Santol, Sambrah and Ma'badong in South Sulawesi (Abdul Muis, 1984) and Selapanan (celebrate on day 35 of birth), Ketoprak, Puppet, and Dhagelan in Central Java. Wayang, Ketoprak, Dhagelan, in Jogjakarta.
The researcher used Indonesian folklores as one of subject in playing drama because the researcher intended to build the students’ nationalism and to remind them about our local wisdom beside our modern style.

4. Indonesian Folklores

a. Definition of Folklores

According to Kaltsum&Utami(2016:23) Folklore is a narrative story, which can be categorized as an oral tradition. Folklore has a storyline that is clear and direct, namely: the first part includes characterizations and background, content area developed problems and continues to climax, and the final section contains troubleshooting. Folklore is generally formed by a sequence of episodes that do not vary but each has a unique character that is magical in very deep at every event. Characters in the story usually have dichotomous traits, good and bad. The characters in folklore have a relatively fixed figure, the general nature of the good or bad which is rarely changed during the story. The properties of good and bad, for example, wisdom, virtue, ignorance, featured in the story through the character in ways that can be predicted. Theme of the story is shown quite clearly though not stated explicitly, expressing the values of society and reflect the philosophy of the author their lives. Folklore presents a view of life based on those beliefs.
They also said that in selecting the folklore, teachers must adjust the chosen stories based on the students’ cognitive development, which are not linguistically complicated, not too long and include repetition and illustrations. The stories should have a limited number of characters and contain an uncomplicated plot. All of these criteria help children to understand the English language. Teachers should be able to adapt the story to eliminate any possible confusion. For example, unfamiliar words can be substituted with familiar ones. From a grammatical point of view, children can be introduced to new tenses, sentence structures and word order. Children can also be exposed to English in art, music, drama, etc. This is how the storyline approach can be applied in teaching and learning English.

In teaching and learning process, folklore is very related with narrative text and the students can learn more about moral value in narrative text through our local folklore and they can also learn more about art and drama to broad their knowledge in other field beside academic.

b. Benefits of Indonesian Folklores Drama in Education

The researcher stated that Indonesia folklores are the great subject or topic in drama because it becomes our local wisdom and we can teach
more about our culture for the learners to become a generation that have a good manner to respect our self-culture.

Even though providing local wisdom is clearly mentioned in the Indonesian curriculum, the implementation of this idea is still not thorough and comprehensive. One of the efforts which could be done is through engaging local folklore in language learning. This idea has actually be implemented; yet, it seem that only a little well-known folklore are included, for example, “MalinKundang” from West Sumatra, “LegendaDanau Toba” from North Sumatra, and “TangkubanPerahu” from West Java (Prasetyo, 2012:195).

Students must know about local folklores because it is important to our young generations and now this subject is still not concern by the teachers. On the other hand, folklore can be teach in narrative text so the students know about the example of narrative from local folklore such as “MalinKundang”, “BawangMerahBawangPutih”, or “RoroJonggrang”. Then will appreciate our culture just not from another country like “Cinderela” or etc.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Classroom action research (CAR) is a method of finding out what works best in your own classroom so that you can improve student learning (Mattetal, 2001:7). So that in CAR, teacher can handle their own class and the purpose of this research is to improve student learning by using media or method.

B. Setting of the Research

This school was located in Jalan Sawahjati Plantaran Kaliwungu Selatan 51351, Kabupaten Kendal. The researcher used Scientific Class 1.

C. Subject of the Research

The subject of this research is the student for the twelfth grade of MA NU 03 SUNAN KATONG KALIWUNGU KENDAL. This research will be observed in the Class Scientist 1 which consists of 30 students, they are 21 females and 9 males.

The object of the study is the students’ problem in speaking skills.

D. Variable and Indicator

There are two variables, they are independent and dependent variable.

The independent variable of this research is the application of drama by using Indonesian folklores and authentic material, then the indicators of independent variable are:
1. Teacher can use Indonesian folklores drama performances in teaching learning process.

2. Using Indonesian folklores can introduce our wisdom to the young generation.

The dependent variable of this research is speaking skill. The indicators of dependent variable are:

1. Students are able to speak up with the right pronunciation, intonation, stress, and gestures.

2. Students are able to practice orally in front of the class.

E. Technique of the Data Collection

1. Observation

The method implies the collection of information by way of investigator’s own observation, without interviewing respondent Kothari (2004:17). The researcher will observe the situation and the difficulties of the students’ speaking skills in their school without interviewing them.

2. Documentation

According to Jessica Lacono, Ann Brown, and Clive Holtham (2009:44), documentation is included of company files, business plans, financials, published reports by management consultants, magazine and newspaper article, emails, etc. Here the researcher will record some important things in teaching and learning process to facilitate in evaluating their scores.
3. Test

Test is very important to do in research because through test, the writer can identify and decide whether there is an improvement or not.

F. Theoretical Framework

The researcher makes a plan of the research.

Table 3.1

According to Zuber-Skeritt (2001:20), there is some cycles in action research. They made an action research spiral.
G. Technique of the Data Analysis

According to Brown (2004:173), there is an oral proficiency scoring categories.

Table 3.2

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
<th>COMPREHENSION</th>
<th>FLUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Errors in grammar are frequent, but speaker can be understood by a</td>
<td>Speaking vocabulary inadequate to express anything</td>
<td>Within the scope of his very limited language experience, can understand</td>
<td>(No specific fluency description refer to other four</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocutions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can handle with confidence but not with facility must social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Control or grammar is good. Able to speak the language with sufficient structural accuracy to participate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Able to speak the language with sufficient vocabulary to participate effectively in most formal and semi-formal conversations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension is quite complete at a normal rate of speech.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can discuss particular interests of competence with reasonable ease. Rarely has to grope foroto.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectively in most formal and informal conversations on practical, social, and professional topics.</td>
<td>Informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.</td>
<td>Words.</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.</td>
<td>Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.</td>
<td>Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Equivalent to that of an educated native speaker.</td>
<td>Speech on all levels is fully accepted by educated native speaker.</td>
<td>Equivalent to that of an educated native speaker.</td>
<td>Has complete fluency in the language such that his speech...</td>
</tr>
</tbody>
</table>
speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. is fully accepted by educated native speakers.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>PRONUNCIATION</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Can ask and answer on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.</td>
</tr>
<tr>
<td>II</td>
<td>Accent is inteligible though often quite faulty.</td>
<td>Able to satisfy routine social demands and work requirements :need help in handling any complications or difficulties.</td>
</tr>
<tr>
<td>III</td>
<td>Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.</td>
<td>Can participate effectively in most formal and informal conversations on practical, social, and profesional topics.</td>
</tr>
<tr>
<td>IV</td>
<td>Errors in pronunciation are quite rare.</td>
<td>Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>V</td>
<td>Equivalent to and fully accepted educated native speaker.</td>
<td>Speaking fluency equivalent to that of an educated native speaker.</td>
</tr>
</tbody>
</table>

1. **Statistical Technique**

   A statistical technique is used to calculate the pre-test, post test 1 and post test 2. This research is calculated by Deviation Standard using SPSS 16.00 windows program.

2. **Percentage of Students’ Improvement**

   According to David (2008:3), the researcher can get pre-test and post-test scores by using formula:

   \[ P = \frac{y_1 - y}{y} \times 100\% \]

   \[ P \quad \text{=Percentage of students’ improvement} \]

   \[ y \quad \text{=Pre-test result} \]

   \[ y_1 \quad \text{=post-test 1} \]

   \[ P = \frac{y_2 - y}{y} \times 100\% \]
P = Percentage of students’ improvement

y = Pre-test result

y2 = post-test 2

3. Percentage of Student’s Score in Achieving KKM

According to Sudijono (2008:43), the researcher tries to get students’ scores which pass the KKM by using formula:

\[ P = \frac{F}{N} \times 100\% \]

P= the class percentage

F= Total percentage score

N= number of students
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and the practices in improving students’ speaking skills by using Indonesian folklores drama performances.

A. The Result of Pre-Test

The Pre-test was done on Thursday, July 20, 2017. The researcher and the teacher gave short dialogues of Indonesian folklores then the teacher asked students to speak in pairs and there were 4 criteria of scores, they were pronunciation, intonation, gestures, and stress.

The data of Pre-test showed that the mean score of Pre-test was 61,100. From 30 students, there were 4 students who could pass KKM and the percentage class of students who could pass the KKM was 13.33%. The KKM of English itself was 76, the result showed that students’ speaking skills was still low.

In the Pre-test, the students showed their difficulties in pronunciation and intonation but some of them could attract the attention of the audience from their gestures. There was a group which used necklace as the authentic material. and most of them could memorize the short dialogues but some of them could not memorize the text.
The result of pre-test was:

The researcher focused in pronunciation, intonation, stress, and gestures, the researcher watched the video of their performances and the measure of pronunciation, intonation, stress, and gestures was:

1. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 25%, it means that their score was good (76-100)
2. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 40%, it means that their score was average (60-75)
3. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 75%, it means that their score was low (45-59)

Table 4.1

<table>
<thead>
<tr>
<th>Students’ Name</th>
<th>Pronunciation</th>
<th>Intonation</th>
<th>Stress</th>
<th>Gesture</th>
<th>Mean Total score/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ade Irvianti</td>
<td>62</td>
<td>62</td>
<td>57</td>
<td>64</td>
<td>61.5</td>
</tr>
<tr>
<td>AviniaPutriAtmajaya</td>
<td>59</td>
<td>59</td>
<td>59</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Roll No</td>
<td>贾</td>
<td>贾</td>
<td>贾</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>---------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>Ayu Nur Alissa</td>
<td>59</td>
<td>59</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Baeti Pertiwi</td>
<td>58</td>
<td>60</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>5.</td>
<td>Dina Anibal Arifah</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>Eka Nur Safitri</td>
<td>56</td>
<td>60</td>
<td>60</td>
<td>56</td>
</tr>
<tr>
<td>7.</td>
<td>Fina Damayanti</td>
<td>55</td>
<td>55</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>9.</td>
<td>Fissilmi</td>
<td>57</td>
<td>56</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>10.</td>
<td>Galang Asmoro</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>11.</td>
<td>Hamzah Maulana</td>
<td>60</td>
<td>60</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>12.</td>
<td>Isniatun</td>
<td>58</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>13.</td>
<td>Kemuning Mitasari</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>57</td>
</tr>
<tr>
<td>14.</td>
<td>Kholifah</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>15.</td>
<td>Lutfi Miftahul Anwar</td>
<td>76</td>
<td>76</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>16.</td>
<td>Miftah Ansori</td>
<td>63</td>
<td>63</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>17.</td>
<td>Mu’ashomah Rahmania niyyah</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>18.</td>
<td>Muhammad Deni Darmawan</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>58</td>
</tr>
</tbody>
</table>
### B. Report of Cycle 1

#### 1. Planning of cycle 1

The researcher had some planning in improving students’ speaking skills then the researcher interviewed and discussed with the teacher to know

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
<th>Score 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Muhammad Nafis Sabilillah</td>
<td>76</td>
<td>76</td>
<td>76</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>20.</td>
<td>Munana Al Qusdiyah</td>
<td>75</td>
<td>75</td>
<td>74</td>
<td>82</td>
<td>76.5</td>
</tr>
<tr>
<td>21.</td>
<td>Nabih Berry</td>
<td>70</td>
<td>70</td>
<td>69</td>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>22.</td>
<td>Nanang Iskandar</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>24.</td>
<td>Nurul Afifah</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>56</td>
<td>55.25</td>
</tr>
<tr>
<td>25.</td>
<td>Rina Yuliana</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>26.</td>
<td>Rini Yuliani</td>
<td>51</td>
<td>55</td>
<td>50</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>27.</td>
<td>Say Fajar Sidiq</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>28.</td>
<td>Septi Liana Sari</td>
<td>59</td>
<td>59</td>
<td>58</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>29.</td>
<td>Thia Allfana</td>
<td>54</td>
<td>54</td>
<td>54</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>30.</td>
<td>Umi Shofarotin Nasir oh</td>
<td>75</td>
<td>75</td>
<td>74</td>
<td>80</td>
<td>76</td>
</tr>
</tbody>
</table>
how the ability of the students before Indonesia folklores drama was used in the class. Here the teacher acted as the teacher but the teacher used the media, method, and lesson plan by the researcher and the researcher helped the teacher in learning and teaching process. In the planning, the researcher gave a lesson plan then on Wednesday, 19 July, 2017, the teacher gave a revision of the researcher’s lesson plan.

The actions were:

1. Delivering the narrative text material and the example of Indonesian folklores drama such as “BawangMerahBawangPutih”, “The Lake of Colour”, ”MalinKundang”, and “AndeAndeLumut”

2. Giving a short dialogue in pairs to know the based skill of students

3. Dividing some groups

4. Asking the students to discuss the Indonesia folklores drama

5. Asking the students to perform Indonesia folklores drama in groups then evaluate the pronunciation, gesture, stress, or intonation from the students’ performances.

1.1 First Meeting

a. Delivering the narrative text material

Indonesian folklores drama are related with narrative so that the teacher will deliver the material of narrative to remain the students’ memory about narrative text that they have learned before. Here the teacher will teach
about the definition of narrative text, generic structure, social function, language features and the example of narrative but the teacher focus on Indonesia folklores drama.

b. Giving a short dialogue in pairs

The teacher will be helped by the researcher to give short dialogues that were a part of the Indonesia folklores drama that will be performed in Post-test1 and Post-test 2 then the students will be given 15 minutes to discuss the dialogue and to memorize with their each partners. After 15 minutes, the researcher will ask student to perform the short dialogue in pairs in front of class.

The teacher and the researcher will give some short dialogue of Indonesia folklores randomly.

c. Dividing some groups

The teacher will divide into 4 groups, each groups consist of 7-9 students then the representation of the groups will take a paper that contains a title of Indonesia folklores drama. Each student will get their own characters randomly in groups.

d. Asking the students to discuss the Indonesian folklores drama

The teacher will ask students to discuss about their own drama so the students will identify about their character and the meaning of the drama itself.
1.2 Second Meeting

e. Asking the students to perform Indonesian folklores drama in groups then evaluate the pronunciation, gesture, stress, or intonation from the students’ performances.

There are three steps in second meetings:

a. the students perform Indonesian folklores drama
b. the teacher evaluate their performances especially in pronunciation, intonation, stress, and gestures
c. the researcher record their performances to facilitate in scoring their performances after the post-test finish

2. Action of cycle 1

The action of cycle 1 was conducted in 2 meetings, it was done on July 20, 2017 and July 26, 2017. In action of cycle 1, the researcher did some steps based on the planning before the action.

1. Delivering the narrative text material and the example of Indonesian folklores drama such as “BawangMerahBawangPutih”, “The Lake of Colour”, ”MalinKundang”, and “AndeAndeLumut”

   The teacher delivered the material based on the researcher’s lesson plan that had been made before. In the first meeting, students got a short material about narrative text such as generic structure, social function, language feature, and example of Indonesia folklores itself.

2. Giving a short dialogue in pairs to know the based skill of students
The teacher gave a short dialogue then asked them to perform in pairs and the researcher helped the teacher to control the students in their performances.

3. Dividing some groups

The teacher divided some groups, there were 4 groups and each groups consisted of 7-9 students then the students got some Indonesia folklores drama randomly.

4. Asking the students to discuss the Indonesian folklores drama

The students discussed their drama in groups and the teacher observed their discussion.

5. Asking the students to perform Indonesian folklores drama in groups then evaluate the pronunciation, gesture, stress, and intonation from the students’ performances.

The teacher asked students to perform Indonesian folklores drama the teacher gave some evaluation about their pronunciation, stress, intonation, and gestures in pre-test and post-test 1. In this cycle, the researcher and the teacher focused on using Indonesia folklores drama in improving students’ speaking skills.

3. Observation of cycle 1

3.1 First Meeting

When the teacher and the researcher entered the class, there were some students still ate their food in front of the class. Then when the teacher
started the learning process some students came in the class shake hands with the teacher and researcher.

Next, the teacher started to explain the material of narrative text. The teacher greeted the students, “Assalammu’alaikum wr wb.” and the students replied, “wa’alaikumsalam wb”, the teacher explained, “ok our material today is narrative text what is narrative text, what is narrative?” the teacher tried to remain their memory about narrative that they had been learned before in X and XI class. Some students forgot about the generic structure but they just remained about the definition and the used of simple past tense. In the middle of explaining the material a student come late and shake hand with the teacher after the material finished the teacher continued with Pre-test and the researcher helped to organize the pre-test, the students discussed the short dialogue of Indonesia folklores with their partner. They had 15 minutes to discuss then they asked to perform the short dialogue in pair in front of the class.

The teacher stated, “who want to try the first dialogue ?“ then the student who had the name Berry said,” I want to try mom”, then they did a short dialogue about “Bawang Merah and Bawang Putih”, Berry had a good memory because he didn’t bring a text but Miftah still brought the text but the intonation of Miftah is better than Berry. Then all of students did a
dialogue in front of the class the researcher helped to correct their pronunciation.

After the Pre-test finished, the teacher asked the researcher to organize the treatment, the researcher divided 4 groups randomly then students discussed the Indonesia folklores texts that they got randomly. The researcher asked the students to continue the discussion at home with their own groups then in second meeting, they will get the first post-test.

3.2 Second Meeting

In second meeting, all of students prepared the class better than in the first meeting. They entered the class on time and more paid attention the teacher. When the teacher and the researcher entered the class they was ready in their own places.

The teacher greeted the students, “Assalamu’alaikumwr.wb.”, the students said, “ wa’alaikumsalamwr.wb.”, the teacher said, “good morning guys”, the students replied, “ morning”, the teacher said, “ how are you today”, the students replied, “I’m fine”.

Next, the teacher continued the explanation of the activity for today then she said,” today, we will have treatment and first post-test based on the scripts that was given to you before. The Indonesian folklores are “BawangMerahBawangPutih”, “MalinKundang” and etc. so you can follow
the treatment. *Have you been read the texts at home?*” the students replied, “yes mom”, the other students replied, “I lost my text mom haha”.

Then the teacher and the researcher asked students to discuss the text in their own groups as a treatment. The students had 15 then they would perform the Indonesia folklores drama.

After 15 minutes, the teacher and the researcher asked the students to perform the drama and the researcher asked the first group who got “The Lake of Color” story. Most of the students in this group are passive and they still read the text fully but Miftah and Nanang could perform expressively than the other character, Miftah could make the audience laugh because of his expression. Then it was continued by the other groups and the other story such as “MalinKundang”, “AndeAndeLumut”, and “BawangMerahBawangPutih”.

4. **Reflection of Cycle 1**

a. The teacher delivers the narrative text material

In the first meeting on Thursday, July 20, 2017, the teacher delivered the material about narrative text. She explained about definition, social function, generic structure, language features, and the example of Indonesia folklores.

Some students still remembered the material because in the X and XI they had been taught the narrative text but in language features, they just
remembered that narrative text used simple past tense. The teacher wrote all of the material on white board.

b. Giving a short dialogue in pairs to know the based skill of students.

    Pre-test was conducted after the teacher delivers the material. The students were divided the short dialogue randomly. After they discuss with their partners for 15 minutes they performed the dialogue in pairs in front of the class. There were 4 students who passed the KKM they were UmiShofarotinNasiroh who got 77, Munana Al-Qudsiyah who got 78, Muhammad NafisSabilillah who got 76.5 and LutfiMiftahul Anwar who got 76. Some of students could memorize the dialogue but the others still read the dialogue and there was one group of Nafis and Lutfi who was use necklace as authentic material and their gestures was better than the others.

c. Dividing some groups

    The researcher helped the teacher to divide some groups for post-test 1 and post-test 2. This activity still conducted in first meeting. The researcher divided the students into 4 groups randomly and there are 7-9 members in the groups then the researcher gave the texts and some pieces of paper which inscribed with character in the text. After they got their each text, they took some pieces of paper randomly so they got the character randomly.

    There are some students who protest with their characters but the researcher said, “You must do the best with your own character that you got”.
After that the teacher said, “thank you for today, and you have 6 days to practice with your own groups at home.”

d. Asking the students to discuss the Indonesian folklores drama

The discussion was conducted in two meetings on Thursday, July 20, 2017 and on Wednesday, July 26, 2017. The teacher asked students to discuss their drama in the first meeting and she continued the discussion on second meeting. Then the teacher asked students to prepare some properties to complete the drama performances in the post-test 2 because in post-test 1 they just use the simple property so the teacher hoped they more prepared the property in post-test 2.

e. Asking the students to perform Indonesia folklores drama in groups then evaluate the pronunciation, gesture, stress, or intonation from the students’ performances.

Post-test 1 was conducted in second meeting. Some students were still low in pronunciation but their gestures, intonation, and stress were better than before and their confidents were very improve in the second meeting. There were 6 students who passed the KKM in post-test 1 and the mean of post-test 1 was 65.166. It means that students’ speaking skills were still low because they could reach the KKM of English but it was better than pre-test score so there was an improvement of their speaking skill.
Some students said that they had the difficulty in memorizing, pronunciation, intonation and they still unconfident but they said that performing in groups improve their confidents.

After the post-test 1 was finished, the teacher gave feedback and evaluation to them.

The result of post-test 1 was:

The researcher focused in pronunciation, intonation, stress, and gestures, the researcher watched the video of their performances and the measure of pronunciation, intonation, stress, and gestures was:

4. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 25%, it means that their score was good (76-100)
5. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 40%, it means that their score was average (60-75)
6. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 75%, it means that their score was low (45-59)
Table 4.2

<table>
<thead>
<tr>
<th>Students’ Name</th>
<th>Students’ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low=45-59, Average=60-75, &amp; Good=76-100</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
</tr>
<tr>
<td>1. Ade Irvianti</td>
<td>67</td>
</tr>
<tr>
<td>2. Avinia Putri Atmajaya</td>
<td>64</td>
</tr>
<tr>
<td>3. Ayu Nur Alissa</td>
<td>65</td>
</tr>
<tr>
<td>5. Dina Anibal Arifah</td>
<td>66</td>
</tr>
<tr>
<td>6. Eka Nur Safitri</td>
<td>60</td>
</tr>
<tr>
<td>7. Fina Damayanti</td>
<td>62</td>
</tr>
<tr>
<td>8. Fikrotul Khusniyah</td>
<td>65</td>
</tr>
<tr>
<td>9. Fissilmi</td>
<td>60</td>
</tr>
<tr>
<td>10. Galang Asmoro</td>
<td>66</td>
</tr>
<tr>
<td>11. Hamzah Maulana</td>
<td>60</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Isniatun</td>
</tr>
<tr>
<td>13</td>
<td>Kemuning Mitasari</td>
</tr>
<tr>
<td>14</td>
<td>Kholifah</td>
</tr>
<tr>
<td>15</td>
<td>Lutfi Miftahul Anwar</td>
</tr>
<tr>
<td>16</td>
<td>Miftah Ansori</td>
</tr>
<tr>
<td>17</td>
<td>Mu’ashomah Rahmaniyyah</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Deni Darmawan</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Nafis Sabilillah</td>
</tr>
<tr>
<td>20</td>
<td>Munana Al Qudsiyah</td>
</tr>
<tr>
<td>21</td>
<td>Nabih Berry</td>
</tr>
<tr>
<td>22</td>
<td>Nanang Iskandar</td>
</tr>
<tr>
<td>23</td>
<td>Nasyatul Aisyi</td>
</tr>
<tr>
<td>24</td>
<td>Nurul Afifah</td>
</tr>
<tr>
<td>25</td>
<td>Rina Yuliana</td>
</tr>
</tbody>
</table>
The searcher calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

**Descriptive Statistics cycle 1**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30</td>
<td>52.00</td>
<td>76.00</td>
<td>61.1000</td>
<td>6.77394</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>30</td>
<td>55.00</td>
<td>78.00</td>
<td>65.1667</td>
<td>6.92862</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td>55.00</td>
<td>78.00</td>
<td>65.1667</td>
<td>6.92862</td>
</tr>
</tbody>
</table>

From the table above, the mean score of students of Pre-test was 61.1000 with deviation standard 6.77394. While mean post-test in cycle I is 65.1667 with deviation standard 6.92862. The quantity (N) of the students is 30 students.
The improvement students’ score by David (2008:3), the score of students was:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{65.1667 - 61.1000}{61.1000} \times 100\% \]

\[ P = \frac{406.67}{61.1000} \]

\[ P = 6.65\% \]

\( P \) = Percentage of students’ improvement

\( y \) = Pre-test result

\( y_1 \) = post-test 1

From the result of Post-test 1 the students speaking skills was improve for 6.65% than pre-test.

The class percentage which pass the KKM by Sudijono (2008:43)

a. Pre-test

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{4}{30} \times 100\% \]

\[ P = 13.33\% \]

\( P \) = the class percentage

\( F \) = Total percentage score

\( N \) = number of students

So the class percentage of students who pass the KKM was 13.33%
b. Post-test 1

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{6}{30} \times 100\% \]

\[ P = 20\% \]

\[ P = \text{the class percentage} \]

\[ F = \text{Total percentage score} \]

\[ N = \text{number of students} \]

So the class percentage of students who pass the KKM was 20%

### Paired Samples Test Cycle 1

#### Table 4.4

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Pair 1</td>
<td>Post-pre</td>
<td>4.06667</td>
<td>3.24763</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a) T-test cycle 1 is 6.859

b) T-table (α=0.05) from the quantity (n) 30 is 2.042

c) T-test > T-table = 6.859 > 2.042
From the result above, there is significance using Indonesia folklores drama in cycle 1 because the value of T-test is bigger than T-table.

C. Report of Cycle 2

1. Planning of Cycle 2

In this cycle, the researcher tried to solve their problem in speaking and there will be two meeting in this cycle. Third meeting will be hold on Thursday, July 27, 2017 and Fourth meeting will be hold on Sunday, July 30, 2017. In the third meeting, the teacher will continue the second treatment and post-test 2 and the fourth meeting the researcher will give questioner to know the students’ strengths and weaknesses in drama then the researcher will motivate and give a feedback to them.

1.1 Third Meeting

Third meeting will be conducted on Thursday, July 27, 2017. In this meeting, students will get treatment 2 and post-test 2 from the teacher and researcher. The students will discuss the Indonesian folklores drama and the researcher will help the teacher to evaluate their pronunciation, intonation, gestures, stress and help them to know about the meaning of story.

After the students discuss with their friends for about 15 minutes, they will be asked to perform the drama in front of the class. Here the teacher allows them to bring the text. The students can read the text but they must act like they do not read the text because the teacher knows that they can absolutely play without text.
After they perform drama the teacher will evaluate their mistake in pronunciation, gesture, stress, and intonation.

1.2 Fourth Meeting

In this meeting, the researcher will give questioner to know their strengths and weaknesses or their difficulty in playing drama. The researcher will ask them to answer the questions honestly. After that the researcher will convey her evaluation, impression, and message them after for about two weeks the meet each other than researcher will say thanks to them.

2. Action of Cycle 2

This cycle was conducted in two meetings, the third meeting was conducted on Thursday, July 27, 2017 and the last meeting was done on Sunday, July 30, 2017. There were two steps in action of cycle 2, they were:

1. In the third meeting, the students discussed the drama with their friends in each groups as the last practice to perform in post-test 2. Then the teacher and the researcher gave some evaluation to them.

2. In the fourth meeting, the researcher gave questioner and some impression, evaluation, and message for the students.

3. Observation of Cycle 2

3.1 Third Meeting

When the teacher and the researcher came in the class, there were some students who still in front of the class. The researcher asked the students,”
Where the others?”, they said that the other still got punishment or advice from students’ officially because they came late to school then the researcher and the teacher waited them for about fifteen minutes.

After all of students came in to the class, the teacher greeted, “assalamu’alaikumwr.wb.”, the students answer, “wa’alaikumsalamwr.wb.”, the teacher said, “for today, you will discuss the drama and practice it in your each groups for about 15 minutes then you must prepare the property that you bring and after that you must perform it. I will control you out of the class because I don’t want to make you feel nervous and the researcher will help me to control you, so just pay attention to her” the students answered, “yes mom”.

The researcher said, “Guys, Did you prepare some properties in playing drama?”, the students answered, “yes mom, I bring yellow veil as my property” and the other said, “I also bring some property” the researcher said, “ok, now you discuss to your friend after that the first group will perform in front of class” the students answered, “yes miss”.

After 15 minutes, the researcher asked the first group to perform in front of class. The first group performed a story of “The Lake of Color”. The first group said, “Assalamu’alaikumwr.wb”, the audiences answered, “wa’alaikumsalamwr.wb” the first group introduced, “let me introduce myself, my name is Lutfi Miftahul Anwar as narrator and old man, my name is Nanang Iskandar as king, my name is Isniatun as queen, my name is Ade
Irviantia people in the kingdom, my name is KemuningMitasari as goldsmith, my name is MiftahAnsorisebagai Princess, so what the next miss?.” the audiences said, “dialogues please”, the teacher said,”let’s play the drama”. This group used the property in the class such as ruler and chair and they did not actually prepare the authentic material. This group was dominated by NanangIskandar and Lutfi but the audiences laughed at MiftahAnsori in all his gesture.

Second groups performed a story of “AndeAndeLumut, they introduced themselves, “my name is Munana Al-qudsiyahasmbok rondo kleting and mysterious voice, my name is UmiShofaratinasnarrator ,my name isMuashomahRahmah as red kleting, my name is Avinia as yellow kleting, my name is Kholifah as green kleting, my name is AyuNurasmbok rondo dadapan ,my name is GalangAsmoro as prince, my name is NafisSabilillahasuyukangkang, keep on watching. “

Then they performed the drama better than the first group, they also prepared the authentic material that they brought from home. After they finished the drama they said,”that is all from us, thank you for your attention, wassalamu’ alaikumwrwb”. The audiences answered the greet and gave them applause.

The researcher helped the teacher to continue the drama performances, the researcher said, “come on the third group, come forward!”, the third
groups answered, “*just a minute miss*”. The third group came forward and introduced themselves, “*we want to play the drama about “Bawang Merah dan Bawang Putih”* “let me introduce our group, my name is Dina Anibal Arifah as narrator, my name is Fikrotul Khusniyah as bawang merah and guard, my name is Baeti Pertiwi as mama white, my name is Thiaaelfana as queen, my name is Eka Nur Safitri as mama red, my name is Hamzah Maulana as papa white, my name is Say Fajar Sidig as goldfish, my name is Nabih Berry as bawang putih.”

The audience said ”*hahahabawangputih is boy*”.

This group used some properties from their home and from the class. They had been prepare better than the others and this group became the best group because they could attracted the audiences’ attention and berry became the best actor who could play the drama totally. After this group finish, the last group performed the story of “*Malin Kundang*” they introduced themselves,” my name is Deni Darmawan as Malin, my name is Rina Yuliana as mother, my name is Nasyatul Aisyi as narrator and guard, my name is Septi Lianasari Saya as Miska (Malin’s wife, my name is Nurul Afifah as jaka, my name is Rini Yuliani as merchant, my name is Fisilmi as Rani (Malin’s sister).

This group also used properties from their home and from the class. There was no actor who acted prominently. After they finished their
performances, they said, “that is all from us thank you for your attention wassalamu’ alaikumwr wb”. The researcher evaluate some of their faults in pronunciation, gestures, stress, and intonation then the researcher said that it became the last lesson to them but the researcher would give questioner, impression, and evaluation in the next meeting.

3.2 Fourth Meeting

In this last meeting, the researcher just gave the students questioner and gave them some impression, message, and evaluation. This meeting was done on Sunday, July 30, 2017.

When the researcher came in the class, some of students just talked each other and the others did not want to come in the class. The researcher said, “let’s come to the class guys”, the students said, “what will we do miss, we had been play drama yesterday”, the researcher answered, “I want to give you a questioner to know you difficulties in playing drama then I want to say good bye to you hehe”, the other students said, “ah why you just teach us for two weeks”, the researcher said, “ok now please come in to the class”, the students answered, “ok miss, I want to drink before I come to the class”

After all of students come in to the class the researcher allotted the questioner. Students said, “what does it mean, miss?”, the researcher said, “you must give a checklist according to your feeling and you must answer
honestly don’t forget to give your name, do you understand?“ the students said, “oh yes, I can understand”.

Then after they had been finished to answer the questioner, they collected it to the researcher. After that the researcher delivered her impression to the class then researcher evaluate about some pronunciation or gesture in playing drama before.

4. Reflection of Cycle 2

4.1 Discussion in groups

The students discussed and practice their drama for about 15 minutes. Some of them still asked some pronunciations to the researcher and the teacher before they performed drama and some of them prepared the authentic materials to perform.

The students still used the same story in the second meetings, they were “BawangMerahBawangPutih”, “The Lake of Color”, “AndeAndeLumut”, and “MalinKundang”

4.2 The use of Indonesia folklores drama in Post-test 2

Post-test 2 was conducted on Thursday, July 27, 2017, there were some improvements from their performance. They performed confidently then before and they got better point than before.

The first group performed a story of “The Lake of Color” the performance are dominated by NanangIskandar that was get a character as
King because he had a big voice to make the audience paid attention to him, the other performed better than before but they still low in pronunciation. They got the improvements in gesture, stress, intonation and confident. After that they continued with “AndeAndeLumut”, “BawangMerahBawangPutih”, and “MalinKundang”.

The best performance was acquired from “AndeAndeLumut” and “BawangMerahBawangPutih”. They could make the audience paid attention to them and they could bring the situation of the story in the class. The audiences also laughed at Berry’s performance because he was so totally in playing his character as BawangPutih but the best performance was acquired by Munana Al Qudsiyah because she had pronunciation, gesture, intonation, and stress better than the other.

The mean of post-test 2 were 76.033 and the higher point was acquired by Munana Al Qudsiyah, she got score 88. It showed that they increased significantly in speaking by using Indonesia folklores drama performances.

4.3 Questioner and Evaluation

In the last meeting, the researcher gave questioner to know the strengths and the weaknesses of students’ speaking skills in playing drama. The researcher also gave some impression to them. The last meeting was done in 30 minutes.

The result of Post-test 2 was:
The researcher focused in pronunciation, intonation, stress, and gestures, the researcher watched the video of their performances and the measure of pronunciation, intonation, stress, and gestures was:

1. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 25%, it means that their score was good (76-100)
2. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 40%, it means that their score was average (60-75)
3. if students had some mistakes in pronunciation, intonation, stress, and gestures for about 75%, it means that their score was low (45-59)

Table 4.5

<table>
<thead>
<tr>
<th>Students’ Name</th>
<th>Students’ Score</th>
<th>Low=45-59, Average=60-75, &amp; Good=76-100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Intonation</td>
</tr>
<tr>
<td>1. Ade Irvianti</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>2. AviniaPutriAtmajaya</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>3. AyuNurAlissa</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>4. Baeti Pertiwi</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>1st</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5</td>
<td>Dina Anibal Arifah</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>Eka Nur Safitri</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>Fina Damayanti</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Fikrotul Khusniyah</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>Fissilmi</td>
<td>74</td>
</tr>
<tr>
<td>10</td>
<td>Galang Asmoro</td>
<td>72</td>
</tr>
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<td>11</td>
<td>Hamzah Maulana</td>
<td>72</td>
</tr>
<tr>
<td>12</td>
<td>Isniatun</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Kemuning Mitasari</td>
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</tr>
<tr>
<td>14</td>
<td>Kholifah</td>
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</tr>
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<td>15</td>
<td>Lutfi Miftahul Anwar</td>
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</tr>
<tr>
<td>16</td>
<td>Miftah Ansori</td>
<td>82</td>
</tr>
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<td>17</td>
<td>Mu’ashomah Rahmaniyyah</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Deni Darmawan</td>
<td>77</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Nafis Sabilillah</td>
<td>82</td>
</tr>
<tr>
<td>20</td>
<td>Munana Al Qudsiyah</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>N</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>----</td>
</tr>
<tr>
<td>21</td>
<td>Nabih Berry</td>
<td>85</td>
</tr>
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<td>22</td>
<td>NanangIskandar</td>
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<td>RinaYuliana</td>
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<td>RiniYuliani</td>
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<td>27</td>
<td>Say FajarSidiq</td>
<td>78</td>
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<td>28</td>
<td>Septi Liana Sari</td>
<td>76</td>
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<td>29</td>
<td>ThiaAllfana</td>
<td>72</td>
</tr>
<tr>
<td>30</td>
<td>UmiShofarotinNasiroh</td>
<td>80</td>
</tr>
</tbody>
</table>

**Descriptive Statistics Cycle 2**

**Table 4.6**
From the table above, the mean score of students of Pre-test was 61.1000 with deviation standard 6.77394. While mean post-test in cycle 2 is 76.0333 with deviation standard 4.63483. The quantity (N) of the students is 30 students.

### Paired Samples Test

**Table 4.7**

<table>
<thead>
<tr>
<th>Pair</th>
<th>Difference</th>
<th>Std. Mean</th>
<th>Std. Error</th>
<th>Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-pre</td>
<td>1.49333 E1</td>
<td>4.67520</td>
<td>.85357</td>
<td>13.18759</td>
<td>16.67908</td>
<td>17.495</td>
<td>29</td>
<td>.000</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

d) T-test cycle 2 is 17.495

e) T-table (α=0.05) from the quantity (n) 30 is 2.042

f) T-test > T-table = 17.495 > 2.042

From the result above, there is significance using Indonesia folklores drama in cycle 2 because the value of T-test is bigger than T-table.
The improvement students’ score by David (2008:3), the score of students was:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{76.033 - 61.100}{61.100} \times 100\% \]

\[ P = \frac{14.93}{61.100} \]

\[ P = 24.43\% \]

\( P \) = Percentage of students’ improvement

\( y \) = Pre-test result

\( y_2 \) = Post-test 2

The class percentage which pass the KKM by Sudijono (2008:43), the students’ score was:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{17}{30} \times 100\% \]

\[ P = 56.66\% \]

\( P \) = the class percentage

\( F \) = Total percentage score

\( N \) = number of students

So the class percentage of students who pass the KKM was 56.66%
D. Report of Students’ Score in Pre-test, Post-test 1, and Post-test 2

Table 4.8

<table>
<thead>
<tr>
<th>Number</th>
<th>Students’ Name</th>
<th>Students’ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>1.</td>
<td>Ade Irvianti</td>
<td>61.5</td>
</tr>
<tr>
<td>2.</td>
<td>AviniaPutriAtmajaya</td>
<td>59</td>
</tr>
<tr>
<td>3.</td>
<td>AyuNurAlissa</td>
<td>59.5</td>
</tr>
<tr>
<td>4.</td>
<td>Baeti Pertiwi</td>
<td>59</td>
</tr>
<tr>
<td>5.</td>
<td>Dina AnibalArifah</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>EkaNurSafitri</td>
<td>58</td>
</tr>
<tr>
<td>7.</td>
<td>FinaDamayanti</td>
<td>56</td>
</tr>
<tr>
<td>8.</td>
<td>FikrotulKhusniyah</td>
<td>62</td>
</tr>
<tr>
<td>9.</td>
<td>Fissilmi</td>
<td>58</td>
</tr>
<tr>
<td>10.</td>
<td>GalangAsmoro</td>
<td>60.5</td>
</tr>
<tr>
<td>11.</td>
<td>HamzahMaulana</td>
<td>58.5</td>
</tr>
<tr>
<td>12.</td>
<td>Isniatun</td>
<td>59.5</td>
</tr>
<tr>
<td>13.</td>
<td>KemuningMitasari</td>
<td>57.75</td>
</tr>
<tr>
<td>14.</td>
<td>Kholifah</td>
<td>58</td>
</tr>
</tbody>
</table>
According to Brown (2004:173), there were so many points to analyze oral proficiency scoring but the researcher just focused on Pronunciation, Intonation, Gesture, and Stress. The formula was:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Pronunciation</th>
<th>Intonation</th>
<th>Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Lutfi Miftahul Anwar</td>
<td>76</td>
<td>76</td>
<td>77.25</td>
</tr>
<tr>
<td>16.</td>
<td>Miftah Ansori</td>
<td>63</td>
<td>75</td>
<td>82</td>
</tr>
<tr>
<td>17.</td>
<td>Mu’ashomah Rahmaniyyah</td>
<td>60</td>
<td>67</td>
<td>76</td>
</tr>
<tr>
<td>18.</td>
<td>Muhammad Deni Darmawan</td>
<td>59.5</td>
<td>63.75</td>
<td>78</td>
</tr>
<tr>
<td>19.</td>
<td>Muhammad Nafis Sabilillah</td>
<td>76</td>
<td>76.5</td>
<td>83</td>
</tr>
<tr>
<td>20.</td>
<td>Munana Al Qudsiyah</td>
<td>76.5</td>
<td>78</td>
<td>88</td>
</tr>
<tr>
<td>21.</td>
<td>Nabih Berry</td>
<td>70</td>
<td>77</td>
<td>85</td>
</tr>
<tr>
<td>22.</td>
<td>Nanang Iskandar</td>
<td>60</td>
<td>62</td>
<td>83</td>
</tr>
<tr>
<td>23.</td>
<td>Nasyatul Aisyi</td>
<td>62</td>
<td>76</td>
<td>78.25</td>
</tr>
<tr>
<td>24.</td>
<td>Nurul Afifah</td>
<td>55.25</td>
<td>60.5</td>
<td>74.5</td>
</tr>
<tr>
<td>25.</td>
<td>Rina Yuliana</td>
<td>52</td>
<td>56.25</td>
<td>72</td>
</tr>
<tr>
<td>26.</td>
<td>Rini Yuliani</td>
<td>53</td>
<td>55</td>
<td>71</td>
</tr>
<tr>
<td>27.</td>
<td>Say Fajar Sidiq</td>
<td>58</td>
<td>60</td>
<td>78</td>
</tr>
<tr>
<td>28.</td>
<td>Septi Liana Sari</td>
<td>59</td>
<td>64.5</td>
<td>76</td>
</tr>
<tr>
<td>29.</td>
<td>Thia Allfana</td>
<td>54</td>
<td>59</td>
<td>72</td>
</tr>
<tr>
<td>30.</td>
<td>Umi Shofarotin Nasiroh</td>
<td>76</td>
<td>77</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>MEAN</td>
<td>61.100</td>
<td>65.166</td>
<td>76.033</td>
</tr>
</tbody>
</table>
Table 4.9

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Scoring</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low (45-59)</td>
</tr>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Intonation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Stress</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Gestures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td></td>
</tr>
</tbody>
</table>

For example:

Table 4.10

<table>
<thead>
<tr>
<th>Students’ Name</th>
<th>Aspect of Scoring</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low (45- )</td>
</tr>
</tbody>
</table>

66
So, the point for Umi was 76, it means that she passed the KKM.

E. Report of Students’ Questioner

The researcher gave a questioner to know students’ strengths and weaknesses and to know their impression after playing Indonesian folklores drama. From 30 students there were students who said “yes” or “no” and the result was:

Table 4.11

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah kamu menyukai pelajaran bahasa Inggris</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Apakah kamu merasa kesulitan dalam berbicara bahasa Inggris</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Apakah kamu merasa kesulitan dalam melakukan pelafalan</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>Pertanyaan</td>
<td>Nilai 1</td>
<td>Nilai 2</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>4.</td>
<td>Apakah kamu kesulitan untuk berbicara secara lantang/ keras di depan kelas</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>5.</td>
<td>Apakah kamu merasakan kesulitan dalam bergaya atau berakting dalam drama yang kamu mainkan</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>6.</td>
<td>Apakah kamu merasakan kesulitan saat menghafalkan naskah drama</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>7.</td>
<td>Apakah kamu merasakan gugup saat berbicara di depan kelas</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>8.</td>
<td>Apakah kamu merasakan kesenangan saat mampu berbicara dalam bahasa Inggris dalam drama yang kamu mainkan</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Apakah kamu menyukai cerita rakyat lokal</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Apakah kamu merasakan kesulitan dalam memahami maknanya dalam drama</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>11.</td>
<td>Apakah kamu senang dalam bekerja sama dengan teman saat bermain drama</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Apakah bermain drama menjadi pengalaman yang baik bagi kamu</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>Apakah kamu merasakan kepercayaan diri yang bertambah ketika sudah melakukan latihan drama beberapa kali</td>
<td>29</td>
<td>1</td>
</tr>
</tbody>
</table>
14. Apakah kamu memahami nilai moral yang ada dalam cerita drama yang kamu mainkan  
   30 0

15. Apakah kamu merasakan kemampuan berbicara bahasa Inggris meningkat setelah melakukan latihan drama  
   26 4

| TOTAL | 345 | 101 |

The Result of questioner showed that the students’ speaking skills had been improve after the researcher using Indonesia folklore drama. From the result of questioner, the researcher concluded that:

**The strengths:**

1. 28 students said that they like English lesson, it means that the researcher could attract them to play English drama.
2. 16 students said that they could act drama easily it means that they got point on gesture.
3. 19 felt confident in playing drama because most of them said that they did not feel nervous.
4. 24 students could comprehend the meaning of story.
5. 30 students or all of the students could comprehend the moral value of the story.
6. 30 students or all of the students loved Indonesian folklore story.
7. 26 students said that they could improve their speaking skill after playing drama.

The weaknesses:

1. 27 students said that they got difficulty in pronunciation.
2. 15 Students said that they got difficulty in speak loudly and they got difficulty on intonation.
3. 22 said that they felt difficult to memorize the text of drama.

From that result, the researcher conclude that students’ speaking skills was improve after using Indonesian folklores drama and they also loved the theme about Indonesia folklores story as our local wisdom, they also said that they felt more confident to speak up in front of class after playing drama.

F. The Improvements of Students in Speaking

The researcher just applied once pre-test in the first meeting for two cycles because by applying once Pre-test could represent the basic skill of students in speaking then it could effective the time. The KKM of MA NU 03 SUNAN KATONG KALIWUNGU KENDAL was 76 for the twelfth grade.
a. **Cycle 1**

In the Pre-test, students’ mean score was 65.100 it means that the basic of students’ speaking skills was still low. In the Post-test 1, students’ mean score was 65.166, it means that students’ speaking skills had been improved even though their improvements just 6.65% and their mean score in reaching the KKM in Pre-test was 13.33% then in Post-test 1 was 20%.

b. **Cycle 2**

In the Pre-test, students’ mean score was 65.100. In the Post-test 2, students’ mean score was 76.033, it means that students’ speaking skills had been improved even though their improvements just 24.43% and their mean score in reaching the KKM in Post-test 2 was 56.66&

From the results above, the researcher could know that student’ speaking skills had been improved even thought the improvement did not too high.
CHAPTER V

CLOSURE

CONCLUSIONS AND SUGGESTIONS

This study was focused in improving students’ speaking skills of MA NU 03 SUNAN KATONG KALIWUNGU KENDAL 2017/2018 by using Indonesian folklores drama performances. The conclusions and suggestions are explained below.

A. CONCLUSIONS

Based on the result of this research, this research can be concluded as follows:

1. This research was held on Thursday, July 20, 2017 until Sunday, July 30, 2017. The researcher made group works to make them to be responsibility with their own roles. The researcher had two cycles in the research, the first cycle was conducted in two meeting, the first meeting was used for material, Pre-test, and dividing the groups then the second meeting was used for treatment and post-test 1. The second cycle was conducted in two meeting, the third meeting was used for treatment and post-test 2 and the last meeting just used for giving questioner and evaluation for their performances. The researcher can conclude that drama can be influenced especially to train the students’ confidence.
2. The students of MA NU 03 SUNAN KATONG KALIWUNGU KENDAL had some strengths and weaknesses in speaking skill which used Indonesian folklores drama and authentic material. The researcher could know their strengths and weaknesses by the observation and questioner. The researcher observed that they were looked confident after some treatments but they were still low in pronunciation. In the other hand, the result of questioner showed that they had strength and weaknesses. The strengths of students were; they like English, they could improve their gesture, they did not nervous, they comprehended the meaning of the story, they love local folklores then their weaknesses were; they got difficulty in pronunciation, intonation and memorizing the text.

3. As a result, the used of Indonesian folklores drama performances could improve their speaking skill in aspect of pronunciation, intonation, gestures, and stress, confident, and responsibility in the group works. They also could know and memorize of our local wisdom by using folklores story. So, Indonesian folklores drama could improve and effective to use in the classroom. It can be showed from their score in pre-test, post-test 1, and Post-test 2. The mean score of Pre-test was 61.100, Post-test 1 was 65.166, and Post-test 2 was 76.033 then the result showed that in Post-test 2 the students’ speaking skills had been improved 24.43% from Pre-test.
B. SUGGESTIONS

1. For English teachers

   The researcher suggested the teacher to use Indonesia folklores drama in classroom because it can be effective to them in delivering the material especially in narrative text lesson. The researcher also suggested the teacher to be more creative to use some media or method in teaching and learning process.

2. For students

   The students must train their skill in speaking by using Indonesia folklores drama because it can improve their confidents in playing drama in front of class and the researcher suggested them to be more pay attention to their teacher who was teaching the materials.

3. For other researchers

   The researcher suggested the others researchers to be more prepare the material in the research and to use drama in other theme to broad the creativity of the next researcher.
BIBLIOGRAPHY


APPENDIXES
APPENDIX 1

FIELD NOTES
FIELD NOTES

Field Note 1

Hari, tanggal : Senin, 22 Mei 2017
Tempat : Ruang Kepala Sekolah
R : Researcher
KS : Kepala Sekolah
ET : English Teacher

R datang ke sekolah kemudian ke ruangan kepala sekolah untuk mencari kepala sekolah. R menunggu beberapa menit kemudian KS datang menemui R dan bertanya tentang keperluan R datang ke sekolah kemudian R menjelaskan bahwa dia akan melakukan penelitian bahasa inggris sambil memberikan surat ijin dari kampus dan kepala sekolah menjelaskan langkah-langkah sebagai berikut:

1. R memberikan proposal skripsi sebelum penelitian berlangsung.
2. R diminta berdiskusi dengan guru bahasa inggris untuk meminta ijin juga dan berkonsultasi tentang silabus, RPP, dsb.
3. Setelah kepala sekolah selesai memberikan tanda tangan R diminta menunggu guru bahasa inggris.

Setelah beberapa menit menunggu ET datang menemui R dan bertanya keperluan R kemudian R menjelaskan bahwa R ingin melakukan penelitian yang berkaitan dengan narrative text dan berikut adalah rangkuman dari pembicaraan R dan ET

1. ET memberitahukan kepada R bahwa R tidak bisa melakukan penelitian semester genap ini karena kegiatan belajar mengajar siswa hanya kurang 2 pertemuan saja dan kemudian ET mengatakan bahwa R baru bisa melakukan penelitian tahun ajaran baru yaitu semester ganjil.
2. ET menjelaskan bahwa kelas X dan XI sudah menggunakan K13 saat ajaran baru nanti sedangkan kelas XII masih menggunakan KTSP
3. ET mengatakan bahwa narrative text untuk K13 hanya ada di semester genap jadi semester ganjil hanya kelas XII yang mendapat materi narrative
4. ET menjelaskan bahwa R diberi kesempatan 3-4 pertemuan saja dikarenakan takut mengganggu KBM dan fokus kelas XII untuk persiapan kelulusan.
5. ET meminta kepada R untuk datang kembali ke sekolah sekitar tanggal 20,an sebelum pembelajaran efektif akan di mulai.
6. ET meminta R untuk memberikan materi yang tidak terlalu sulit untuk menyesuaikan kemampuan siswa MA NU 03 SUNAN KATONG.
7. Saat kembali ke sekolah R diminta untuk memberikan silabus dan RPP.

Field Note 2

Hari, tanggal : Rabu, 19 Juli 2017
Tempat : Ruang Guru

R memasuki ruang guru kemudian memberikan silabus dan RPP kepada ET dan berikut adalah hasil dari pertemuan keduanya.

1. Silabus yang diberikan kepada ET terdapat beberapa kesalahan.
2. RPP yang diberikan kepada ET kurang sesuai dengan silabus yang diberikan.
3. ET memberikan revisi secara detail.
4. ET mengatakan kepada R untuk memberikan revisi pada ET sebelum maple dimulai.
5. ET memberikan jadwal dan kelas mana yang akan diteliti oleh R
6. ET memilih XII IPA 1 untuk diteliti
7. ET mengatakan untuk lebih menyederhankan teks yang ada karena khawatir siswa akan keberatan dengan materi yang diberikan
8. ET menjelaskan bahwa jumlah siswa adalah 38 namun kemungkinan banyak yang tidak masuk karena mengikuti kegiatan paskibra.
9. ET menjelaskan kepada R untuk bisa mengambil sampel dari siswa yang aktif hadir saja disekolah.

Untuk pertemuan selanjutnya akan dijelaskan pada observation transcript.
PERANGKAT PEMBELAJARAN
SILABUS PEMBELAJARAN
PENDIDIKAN BUDAYA DAN KARAKTER BANGSA

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMA / MA
Kelas/Semester : XII / 1

Nama Guru

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Nilai Budaya &amp; Karakter Bangsa</th>
<th>Kewirausahaan n/Ekonomi Kreatif</th>
<th>Kegiatan Pembe lajaran</th>
<th>Indikator Penca paian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bер bicara 4.2</strong></td>
<td>Mengu ngkapkan makna dalam teks dialog berbentuk narrative.</td>
<td>• Performing a dialogue of narrat ive texts</td>
<td>• Jujur, kerja keras, cinta tanah air, peduli sosial.</td>
<td>• Percaya diri (keteguhan hati, optimis).</td>
<td>• Bermain peran secara berkelompok</td>
<td>• Mengidentifikasi topik sebuah teks narrative.</td>
<td>Tugas Performa ns</td>
<td>2 x 45</td>
<td>Developing English Competencies for Grade X Senior High School (SMA/MA) The bridge English Competence for SMA Grade XII Look Ahead an English course for senior high school grade XI 2 OHP/LC D Gambar Internet</td>
</tr>
</tbody>
</table>
APPENDIX 3

LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : MA NU 03 SUNAN KATONG KALIWUNGU KENDAL
Kelas/Semester : XII/1
Skill : Speaking
Media : Indonesia folklore and authentic material
Pertemuan ke : Pertama (MATERI, PRE-TEST, & TREATMENT 1)
Alokasi waktu : 2x45 menit

A. STANDAR KOMPETENSI

4. Berbicara

4.1 Mengungkapkan makna dalam teks dialog berbentuk narrative.

B. KOMPETENSI DASAR

4.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative

C. INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Mengidentifikasi informasi dari teks narrative.</td>
<td></td>
</tr>
<tr>
<td>4. Menidentifikasi tokoh cerita yang disampaikan.</td>
<td></td>
</tr>
<tr>
<td>5. Mengidentifikasi kejadian dalam</td>
<td></td>
</tr>
</tbody>
</table>
### D. TUJUAN PEMBELAJARAN
1. Siswa dapat Mengidentifikasi topik sebuah teks *narrative*.
2. Siswa dapat Mengidentifikasi informasi dari teks *narrative*.
3. Siswa dapat Mengidentifikasi tujuan komunikasi teks berbentuk *narrative*.
4. Siswa dapat Mengidentifikasi tokoh dari cerita yang disampaikan.
5. Siswa dapat Mengidentifikasi kejadian dalam teks yang disampaikan.
6. Siswa dapat Merespon Mengidentifikasi solusi dalam teks *narrative*.
7. Siswa dapat melakukan dialog berbentuk *narrative*.

### E. MATERI POKOK

**Definition**

Narrative text is an imaginative story to entertain people.

**Social function:**

to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

**Generic structure:**

Orientation : containing plot and characters (in this part, you should introduce the setting of the story)

Complication : crisis of the story (in the part, you should create the conflict as the result of the disharmonious relation among the characters in your story)

Resolution : the crisis is resolved, for better or for worse (in this part of the story, after the conflict is over you continue with the solution by introducing the third person or the third side)

### F. METODE PEMBELAJARAN

Ceramah, Discussion, Communicative Language Teaching (CLT), Indonesia Folklores Drama

- Step 1: giving material & dividing the groups
- Step 2: analyze and practice the script of drama
- Step 3: perform the drama
G. Langkah-langkah Kegiatan Pembelajaran
- PERTEMUAN I : MATERI, PRE-TEST, & TREATMENT 1

Kegiatan Awal (10’)
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) dan berdoa.
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

Kegiatan Inti (70’)

Eksporasi (STEP 1: giving material & dividing the groups )
Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi dan contoh teks narrative.
- Memberikan beberapa pertanyaan sederhana kepada siswa
- Guru membagi kelompok berpasangan 2 orang secara acak.

Elaborasi (STEP 2: analyze and practice the script of drama)
Dalam kegiatan elaborasi guru:

- Guru memberikan dialog pendek yang merupakan penggalan dari teks drama yang akan dimainkan siswa pada pertemuan-pertemuan selanjutnya dan diberi waktu 10 menit untuk mempelajari dan menghafal.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan tugas yang ada secara kelompok.
- Membiasakan siswa untuk berani mengungkapkan pendapatnya tentang karakter yang akan mereka mainkan.

Konfirmasi (STEP 3: perform the drama (PRE-TEST))
Dalam kegiatan konfirmasi guru:

- siswa melakukan dialog pendek di depan kelas tersebut secara berpasangan untuk mengetahui kemampuan awal siswa (PRE-TEST).
- Memberikan umpan balik pada siswa dengan memberi penguatan dan koreksi pronunciation dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Membagi kelompok dan teks drama untuk pertemuan selanjutnya dan siswa diminta untuk berdiskusi mengenai pembagian karakter mereka dalam drama.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi

**Kegiatan Akhir (10’)**

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan guru memberikan teks utuh dan meminta siswa mempelajari peran mereka dirumah bersama kelompok.
- Penilaian proses
- Membaca doa
- Mengucapkan salam penutup

**-PERTEMUAN II : TREATMENT 2**

**-PERTEMUAN III: POST-TEST**

**H. Sumber/Bahan/Alat**

1. The Bridge English Competence for SMA Grade XII (Kistanto, Suhanto Kastaredjo, Kristiawan D.Cahyono,Eka Purnama, & Alber Tupan)
2. Developing English Competencies for senior high school grade XI 2 (Ahmad doddy, Ahmad Sugeng, Effendi)
3. Look Ahead an English course for senior high school students year XI 2 (Th.M.Sudarwati & Eudia Grace)
4. Gambar
5. [http://derfafu.blogspot.co.id/2013/01/contoh-naskah-drama-bahasa-inggrisande.html](http://derfafu.blogspot.co.id/2013/01/contoh-naskah-drama-bahasa-inggrisande.html)
7. [www.tutorialbahasainggris.com](http://www.tutorialbahasainggris.com)
8. [Indonesianfolklore.blogspot.com](http://www.tutorialbahasainggris.com)

**I. Penilaian**

1. Identify and comprehend the short dialog from Indonesia folklore drama in pairs!
### J. Instrumen penilaian

#### a. Tes Lisan/Performansi Siswa

<table>
<thead>
<tr>
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Mengetahui,  

[Signature]

Guru Mapel Bahasa inggris,  

[Signature]

Kendal, 20 Juli 2017  

[Signature]

Mahasiswa,

[Signature]

Kepala Sekolah  

[Signature]
MATERIAL

1. NARRATIVE TEXT

DEFINITION
Narrative text is an imaginative story to entertain people.

Social function:
to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:
Orientation: containing plot and characters (in this part, you should introduce the setting of the story)
Complication: crisis of the story (in the part, you should create the conflict as the result of the disharmonious relation among the characters in your story)
Resolution: the crisis is resolved, for better or for worse (in this part of the story, after the conflict is over you continue with the solution by introducing the third person or the third side)

Language Features:
1. Nouns (the Sun, the Moon, sky, etc)
2. Pronouns (he, they, you, etc)
3. Noun phrase (the Moon’s eyes, good security, etc)
4. Time connectives and conjunctions (Long ago, next morning, at the very latest)
5. Adverbs and adverbial phrases (the Sun and the Moon lived happily, the Sun shone brightly etc)
6. Material processes (action verbs) e.g.: chased, shone etc
7. The use of past tense e.g.: the Moon loved the Sun.

EXAMPLE

Why Do the Moon and the Sun Never Appear Together?

ORIENTATION

Long, long ago, the sun and the moon lived happily together in the sky. They always appeared together during the day and night.

COMPLICATION

One day, the Sun shone brightly so that it almost burned the moon. The sunlight hurt the Moon’s eyes very much. This made the Moon blind.
The Moon left the Sun although the Sun had apologized to the Moon.

The Sun loved the Moon very much so he chased her. He chased and chased through the years and centuries but has never caught the Moon.

That’s why the Sun shines during the day and at night the Moon appears. They will never reunite again.

2. INDOONESIAN FOLKLORES

Indonesia folklores can be described as Indonesian traditional art, literature, knowledge, and practices that are passed on in large part through oral communication and behavioral example.

EXAMPLES OF INDOONESIAN FOLKLORES

1. Bawang merah dan bawang putih.
2. Mouse deer and crocodile (kancil dan buaya)
3. The Legend of Princess Loro jonggrang
4. Calon arang
5. Sangkuriang etc.

PRE-TEST

Siswa diberikan dialog pendek secara acak untuk mengetahui kemampuan awal mereka dalam speaking dan diberi waktu 15 menit untuk menghafal dan mempelajari
### Dialog 1

**Father** : Wife, take a look of this cucumber.  
(istriku, lihatlah timun ini)

**Mother** : I think it’s time for us to open it up.  
(aku rasa ini waktunya untuk membukanya.)

**Father** : Yes, let’s cut it into two.  
(ya, potonglah menjadi dua)

**Mother** : Look, husband! There is a baby girl.  
(lihatlah suamiku ada bayi perempuan)

### Dialog 2

**Giant** : Ho…ho….you think you can run away from me.  
(whoa…ha…ha…ha...)  
(ho…ho..kamu piker kamu bisa berlari dariku, tidak! ....whoa…ha…ha… ha.. )

**Timun Mas** : Oh, no…He’s closer right behind me.  
(oh tidak…dia semakin mendekatiku)

**Giant** : Ouch…ouch….this girl is not nice!.  
(ohh…gadis itu tidak baik)

**Timun Mas** : Oh no! he is still chasing me. I must run….  
(ohh…dia tetap ingin menangkapku, aku harus berlari)

### Dialog 3

**Prince** : excuse me mom ...  
(Permisi bu)

**Mbok rondo dadapan** : waladalah .. who are you?  
**Mbok rondo dadapan** : waladalah....

### Dialog 4

**Yellow kleting** : Mbok .. i want to talk  
(Mbok… saya mau bicara.)

**Mbok rondo kleting** : what you want to talk? (Bicara apa….? )
Prince: I'm a wanderer. I'm sorry, I want to ask something, what is this village?

Saya penggembara Bu... Maaf, saya mau bertanya, ini desa apa Bu?

Mbok rondo dadapan: This is dadapan village boy... what you want here?

Prince: I lost the way mom.. saya tersesat bu..

Yellow kleting: Mbok.. I want to propose to be ande2’s wife

Sudah mbok..., mbok... saya juga ingin melamar menjadi istrinya Ande Ande Lumut.

Mbok rondo kleting: come here, mbok makes up you

Kesini, mbok dandani kamu.

Dialog 5

Misterious voice: hay... beautiful girls...

(Hai... perempuan cantik..)

Yellow kleting: who is that?

(Siapa itu...)

Misterious voice: don’t scare, im good character of yourself (Kamu tidak usah takut, aku sifat baik yang ada di dalam dirimu)

Yellow kleting: what do you want? (Mau apa kamu?)

Misterious voice: i want to give you

Dialog 6

Red kleting: yuyu kangkang.. yuyu kangkang.. (Yuyu kangkang... yuyu kangkang...)

Yuyu kangkang: hahaha.. what happen ladies.. (Hahaha... ada apa perempuan-perempuan cantik...)

Red kleting: yuyu kangkang, may you cross is to the other side of this river? (Yuyu kangkang... aku minta tolong seberangkan kami...)

Yuyu kangkang: yes.. but you must do something to me (Tapi ada syaratnya...)
pusaka jimat kalimosodo. (Aku ingin memberi kamu pusaka Jimat Kalimosodo.)

Kleting kuning : Iya, terima kasih..
Yellow kleting : okay thank you ..

<table>
<thead>
<tr>
<th>Dialog 7</th>
<th>Dialog 8</th>
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<tbody>
<tr>
<td><strong>Papa White</strong> : “Mama, I will go to the city for a some days.” (Mama, aku akan pergi ke kota untuk beberapa hari)</td>
<td><strong>Mama Red</strong> : “Bawang Merah, what if we poisoned Mama White?” (bawang merah, bagaimana jika kita meracuni mama putih)</td>
</tr>
<tr>
<td>Mama White : “I just want to say be carefull in there!” (saya hanya ingin mengatakan, hati-hati disana)</td>
<td>Bawang Merah : ”Yes, I agree. We must kill her right now!” (ya, aku setuju. Kita harus membunuhnya sekarang)</td>
</tr>
<tr>
<td>Papa White : ”Mama, Bawang Putih, I go first, take care your self. I love you.” (Mama, Bwang putih, aku pergi dulu, jaga diri kalian, aku cinta kalian)</td>
<td>Mama Red : “Mama White, I made a food for you.” (mama white, aku membuat makanan untukmu)</td>
</tr>
<tr>
<td>Mama White : ”I love you too, and be carefull, Papa!” (aku juga mencintaimu, hati-hati, papa)</td>
<td>Bawang Merah : “Ya, Eat quickly.” (ya, makanlah)</td>
</tr>
<tr>
<td>Dialog 9</td>
<td>Dialog 10</td>
</tr>
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<td>----------</td>
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</table>
| **Bawang Putih** : “Who and where are you?” *(siapa dan darimana kamu?)*  
Gold Fish : “I’m here. Can you take down this thing from my mouth?” *(aku disini. Bisakah kamu melepaskan benda ini dari mulutku?)*  
Bawang Putih : “Ha?? You can talk? Oh, okay..okay I will help you!” *(ha??kamu bisa bicara? Oh,okay okay aku akan membantumu!)*  
Gold Fish : “Puah..! thank you very much good girl! My name is Ikan Mas, what’s your name?” *(puah! Terima kasih banyak gadis baik!namaku adalah ikan mas, siapa namamu?)*  
| Prince : “Mom, this is the girl.” *(mom, inilah perempuan itu)*  
Queen : “Is that you, sweet girl?” *(apakah itu kamu, gadis manis)*  
Prince : “Mom, I purpose to marry her. Are you blessing us?” *(mom, aku bermaksud untuk menikahinya)*  
Queen : “Of course, son. I blessing you.” *(tentu putraku, aku merestuimu)* |
| Dialog 11 | Dialog 12 |
| **Papa White** : “Bawang Putih, I want to tell you something.” *(bawang putih aku akan menceritakan sesuatu)*  
**People in the Kingdom** : “Ohh.. How beautiful you are.” *(oh betapa cantiknya..)* |
<table>
<thead>
<tr>
<th>Dialog 13</th>
<th>Dialog 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>King</strong> : “Please make a beautiful necklace for my daughter.”(“Tolong buatkan kalung cantik untuk putri saya.”)</td>
<td><strong>Merchant</strong> : Hei Son, What’s your name? I’m so grateful to you (Hei, nak, siapa namamu? aku berterimakasih pdamu)</td>
</tr>
<tr>
<td><strong>Goldsmith</strong> : “My pleasure, Your Majesty.”(“Dengan senang hati, Yang Mulia.”)</td>
<td><strong>Malin</strong> : Oh.. you are too much merchant, my name is Malin Kundang. (anda terlalu berlebihan tuan, nama saya Malin Kundang)</td>
</tr>
<tr>
<td><strong>Goldsmith</strong> : “This is the beautiful necklace. I make it with my heart and my ability.”(Tukang emas: “ini adalah kalung yang indah. Aku membuatnya)</td>
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</tr>
</tbody>
</table>
Merchant : well Malin, Would u like to sail with us. I'll give u some job. 
(baiklah Malin, maukah kamu bergabung berlayar dengan kami, aku akan memberimu pekerjaan)

Malin : Oh thanks so much merchant. (oh terima kasih banyak)

Dialog 15

Malin : “Mother, I want to go sailing overseas…..(ibu, aku ingin pergi berlayar mengarungi samudera)”

Mother : “No, Malin, mom won’t let you” 
(tidak Malin, Ibu tidak akan membiarkanmu pergi)

Malin : “Sist, Mother, if I stay here, I’ll always be a poor man”

(Dik, Ibu, jika aku tetap disini, aku akan tetap menjadi orang yang miskin.)

Mother : “If you really want to go, I can’t stop you.”(jika kamu benar benar ingin pergi, aku tak bias

Dialog 16

Malin : Jaka I wanna ask your help
(Jaka aku ingin kamu membantuku)

Jaka : What’s up Malin? What can I do for you?(ada apa Malin? Apa yg bisa kulakukan untukmu?)

Malin : I want you to take care of my mother and sister while I go.

(aku ingin kamu menjaga ibu dan adiku selama aku pergi.)

Jaka : Are you serious Malin?
<table>
<thead>
<tr>
<th>Dialog 17</th>
<th>Dialog 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malin : Ups.. sorry, are you okey? (ups, maaf, apa kamu baik baik saja)</td>
<td>Merchant : Oh.. my daughter.. What’s up dear? (oh.. anakku.. ada apa nak?)</td>
</tr>
<tr>
<td>Miska : yeah it’s okey. What’s your name? (yah, aku baik baik saja. Siapa namamu)</td>
<td>Miska : my dad, do you remember next week? (ayah, apakah kamu ingat minggu depan?)</td>
</tr>
<tr>
<td>Malin : Malin and you? (malin, kamu?)</td>
<td>Merchant : What will happen dear? (ada apa nak?)</td>
</tr>
<tr>
<td>Miska : Miska</td>
<td>Miska : hmm… don’t tell me you forget.. (hmm, jangan bilang padaku kamu lupa?)</td>
</tr>
<tr>
<td>Malin : what are you doing here? (sedang apa kamu disini)</td>
<td></td>
</tr>
<tr>
<td>Miska : I want to meet my father. (aku ingin bertemu ayahku.)</td>
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</tbody>
</table>
### Dialog 19

Old man: “Prabu, I suggest you to adopt a child.” (Prabu, saya sarankan anda mengadopsi anak)

King: “I don’t agree.” (saya tidak setuju)

Old man: “why?: (“Mengapa?)

King: “Because our own child is better than adopted child.” (karena anak kita sendiri lebih baik daripada mengadopsi anak.)

<table>
<thead>
<tr>
<th><strong>TUGAS KELOMPOK (TREATMENT &amp; POST-TEST):</strong></th>
</tr>
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<tbody>
<tr>
<td>Siswa diberikan teks drama cerita rakyat secara acak sesuai kelompok masing-masing dan pada pertemuan pertama siswa diberikan teks untuk mempelajarnya di rumah bersama kelompoknya untuk dilatih dan ditampilkan pada pertemuan pertemuan selanjutnya.</td>
</tr>
</tbody>
</table>

**Drama 1**

**TIMUN MAS**

**Actors:**
1. Narrator  
2. Mother  
3. Giant (Buto Ijo)  
4. Father  
5. Hermit  
6. Timun Mas  

ACT 1  
Narrator: A long, long time ago, there was a peasant couple. They lived in a village near a forest. They lived happily. Unfortunately, they didn’t have any children yet. Everyday, they prayed to God for a child.

(pada zaman dahulu, ada sepasang petani. Mereka hidup di sebuah desa dekat hutan. Mereka hidup bahagia, sayangnya, mereka tidak mempunyai anak. Setiap hari mereka berdoa untuk mempunyai anak)

Mother: Oh, God….. please give us a child. (Oh, God…tolong berikan kami seorang anak).

Mother: Oh, my God! Who are you? (oh Tuhan!siapa kamu?)

Giant: I’m Buto Ijo, I will fulfill your request. (aku Buto ijo, aku akan memenuhi permintaanmu)


Giant: No..no..I’m serious. (tidak…tidak..saya serius)

Mother: All right…All right. My husband, let’s see! (baik, baik. Suamiku, lihat).

Giant: Plant this seeds, then you’ll get a daughter but on her seventeenth birthday, I’ll come back to take the girl. (Tanam bji-biji ini tapi di hari ulang tahunnya yang ke tujuh belas, aku akan datang untuk mengambilnya)

Mother: Oh thank you, Buto Ijo. (terima kasih buto ijo)

ACT 2  
Narrator: The couple planted the seeds. Month later, a golden cucumber grew in the yard. The cucumber was getting bigger and bigger each day. When it was ripe, they picked it.

(pasangan itu menanam biji-biji itu. Beberapa bulan kemudian, sebuah timun mas tumbuh di halaman. Timun itu tumbuh besar dan semakin besar setiap harinya. Kemudian setelah matang, mereka memetiknya)

Mother: I think it’s time for us to open it up. (aku rasa ini waktunya untuk membukanya.)

Father: Yes, let’s cut it into two. (ya, potonglah menjadi dua)

ACT 3  
Narrator: Carefully, they cut the cucumber into two. To their surprise, they found a beautiful a baby girl inside the cucumber. How joyful they were. (dengan hati-hati mereka memoyongnya menjadi dua bagian. Dengan terkejutnya, mereka menemukan seorang bayi perempuan yang cantik. Betapa senangnya mereka)
Mother: Look, husband! I will name her Timun Mas (lihatlah suamiku aku akan menamainya Timun Mas, suamiku)

Father: I agree with you. (iya saya setuju)

ACT 4
Narrator: Years passed by and Timun Mas grew into a lovely girl. Her parents were very proud of her but their hearts hurt so bad when they remembered their promise to Buto Ijo that there was a sacred hermit living in the mountain. So they went there for help (tahun berlalu Timun Mas tumbuh menjadi gadis cantik. Orang tuanya sangat bangga tapi hati mereka sakit setelah mengingat).

Mother: Please, good hermit, help us. (tolonglah pertapa, bantu kita.)

Hermit: Please stop crying. Here is a bundle. There are four things and messages inside. They will help Timun Mas run away from the giant (berhentilah menangis. Disini ada sebuah ikatan. Ada empat benda dan terdapat makna didalamnya. Mereka akan membantu Timun Mas untuk melarikan diri dari raksasa).

Father: Thank you, good hermit. (terima kasih pertapa yang baik)

ACT 5
Narrator: The giant chased Timun Mas and he was getting closer and closer and closer. Timun Mas then took a handful of salt from the bundle. She spread out the salt. Suddenly a wide sea appeared between them. The giant had to swim to reach her. (Raksasa mengejar Timun Mas dan dia semakin dekat dan dekat, Timun Mas kemudian melempar garam dan menyebarkannya. Tiba-tiba laut yang luas muncul diantara mereka. Raksasa berenang untuk menangkapnya).

Giant: Ho…ho…you think you can run away from me. No way….whoa…ha…ha…ha…(ho…ho..kamu piker kamu bisa berlari dariku, tidak! ….whoa…ha…ha…ha..)

Timun Mas: Oh, no….He’s closer. (oh tidak…dia semakin mendekatiku)

Narrator: Timun Mas was still running, but now the giant almost caught her. Quickly, she took the chili seeds and threw them at the giant. The seeds suddenly grew into some trees and trapped the giant. The trees grew some thorns as sharp as a knife. The giant screamed painfully. (timun mas masih berlari, tapi sekarang raksasa hampir menangkapnya. Dengan cepat, dia mengambil biji cabedan melemparkannya pada raksasa. Biji itu tumbuh menjadi pohon dan menjebak raksasa pohon itu tumbuh duri yang setajam pisau. Raksasa menjerit kesakitan)

Giant: ouch….ouch….this girl is not nice!. (ohh… gadis itu tidak baik)

Timun Mas: oh no! I must run. (oh tidak….aku harus berlari)

Narrator: but the giant was very strong. Again he almost caught Timun Mas. So, Timun Mas took the cucumber seeds. She threw them onto the ground and suddenly they became a wide cucumber field. (tapi raksasa sangat
kuat. Lagi dia hampir menangkap Timun Mas. Jadi, Timun Mas mengambil biji timun. Dan tiba-tiba menjadi lading timun yang luas)

Giant  : **hey, what’s this? Hmm… delicious. I’m very sleepy** (apa ini? Hmm…lezat,aku sangat ngantuk)

Narrator : **Timun Mas kept on running as fast as she could. But soon she was very tired herself. And things were getting worse too! The giant had woken up.** (Timun Mas tetap berlari sebisanya. Dia sangat lelah. Dan merasa tidak baik! Raksasa terbangun)

Giant  : **whoahhh…! Hmm…I'm fresh again. Hey…Timun Mas. where are you? C’mon…C;mon girl.** (whoahhhh….!Hmmm…..aku segar kembali. Hey Timun Mas dimana kamu? Ayo ayo gadis)

Narrator : **desperately she then threw her last weapon, the shrimp paste. The paste turned into a big swamp.** (dengan putus asa dia melempar senjata terakhirku, pasta udang. Pasta itu menjadi sebuah rawa yang besar)

Giant  : **Oh, no help me..help help?** (oh tidak tolong tolong?)

Narrator : **Finally he drowned. Timun Mas was very relieved. She was safe now. From then on timun mas lived happily with her parents with no fear anymore.** (akhirnya dia tenggelam, Timun Mas merasa bebas dan aman sekarang. Timun Mas hidup bahagia dengan kedua orang tuanya dan merasa tidak takut lagi)

Drama 2

ANDE-ANDE LUMUT
Actors:
1. Narrator
2. Prince
3. Mbok rondo dadapan
4. Mbok rondo kleting
5. Yellow kleting
6. Red kleting
7. Green kleting
8. Mysterious voice
9. Yuyu kangkang

Narrator:

In the country that gemah ripah loh jinawi, tata tenterem kerta raharja. There is a handsome prince. The prince is the candidate of a king who will get the kingdom position. But the prince wants to adventure looking for himself & a beautiful girl who be his wife. One day, the prince & his guard looking for an animal in the forest.

Pangeran : Permisi Bu...
Prince : excuse me mom...
Mbok rondo dadapan : waladalah…. Siapa kamu?.. Mbok rondo dadapan : waladalah.. who are you?
Pangeran : Saya penggembara Bu... Maaf, saya mau bertanya, ini desa apa Bu?
Prince: im wanderer mom .. im sorry,i want to ask something,what is this village?

Pangeran: Saya mau menggembara Bu… Tapi saya tersesat tidak tahu jalan.

Prince: i want to wander mom .. but i lost the way,i don’t know the way

Mbok rondo dadapan: kamu mau apa tidak kalau saya jadikan anak??

Mbok rondo dadapan: don’t you want to be my son ??

Prince: yes mom,i want

Mbok rondo dadanap: Namamu sekarang Ande-Ande Lumut ya Nak??

Mbok rondodadanap: now your name is ande 2 lumut

(keterangan: Pangeran bersama dengan pengawal dan mbok rondo pergi menuju rumahnya)

Narrator:


In the bright morning ,mbok rondo klenting joy with her daughter.the daughter ofMbok rondo kleting is so beautiful,they are red kleting,green kleting,and her step child her name is yellow kleting.mbok rondo kleting very love her daughterher ,but different with yellow kleting,she always serves by her step mother forsweep the floor,clean the house and work in the field.

Mbok rondo Kleting: Anak-anakku yang cantik, kesini Nak..
Mbok rondo: my beautifull daughters ,come here girls ...
Kletings: Iya, Mbok...
Kletings: yeesss mboookkk ..
Mbok rondo: Ada berita yang sangat penting.
Mbok rondo kleting: mbok rondo dadapan make a competition looking for a wife.

(keterangan :kleting merah dan hijau bersama bergaya manja, centil)
(red and green kleting with their spoiled style)
Narrator
(Tidak lama kemudian, Klenting Kuning yang sejak tadi mendengarkan pembicaraan antara Mbok Rondo dan Klenting-Klenting mendatangi Mbok Rondo.)
(A minute soon,yellow kleting that listen conversation between mbok rondo and kletings come to mbok rondo)

Yellow kleting : *mbok .. i want to propose to be ande2’s wife*
Mbok rondo kletling : Kesini, mbok dandani kamu.
Mbok rondo kleting : *come here,mbok makes up you*

Narrator:
Klinting Kuning menerima dengan sabar perkataan dan perlakuan Mbok Rondo terhadapnya. Dia tidak pernah mengeluh dan selalu berdoa kepada Allah semoga Klenting Kuning mendapatkan balasan yang baik.

Yellow kleting accept patiently mbok rondo’s saying & traetments.She never complaint & always pray to Allah SWT,she hope she will get the good replied.

Suara Ghaib : *Hai... beautifull girls...*
Kleting kuning : Siapa itu...?
Yellow kleting : *who is that ?*
Suara Ghaib : Kamu tidak usah takut, Aku ingin memberi kamu pusaka Jimat Kalimosodo.
Misterious voice : *don’t scare,I want to give you pusaka jimat kalimosodo.*
Kleting kuning : Iya, terima kasih..
Yellow kleting : *okay thank you ..*

(keterangan: Kleting kuning meninggalkan sungai dengan membawa pusaka baru..)
(yellow kletig leave the river with bring her new pusaka)

Narrator

In the famouse river,there is a yuyu kangkang that have authority of the river.red & green kleting want to ga to ande2 lumut’l's house,but they very confuse for passed the river.they look yuyu kangkang & ask to take them scross.

Kleting merah : Yuyu kangkang... yuyu kangkang...
Red kleting : *yuyu kangkang .. yuyu kangkang ..*
Yuyu kangkang : Hahaha... ada apa perempuan-perempuan cantik...
Yuyu kangkang : *hahaha .. what happen ladies ..*
Kleting merah : Yuyu kangkang... aku minta tolong seberangkan kami...
Red kleting: yuyu kangkang, may you cross is to the other side of this river?
Yuyu kangkang: Tapi ada syaratnya..
Yuyu kangkang: yes .. but you must do something to me
Kleting hijau: Apa syaratnya??
Green kleting: what is that?
Yuyu kangkang: Aku mau mencium tanganmu..
Yuyu kangkang: i want to kiss your hand
Kleting hijau: Apa tidak ada syarat yang lain??
Green kleting: isn’t other?
Kleting merah: Kami setuju, tapi tangan saja dan sebentar saja..
Red kleting: yes we will do it, but just your hand
(yeterangan: yuyu kangkang menyebrangkan kleting merah dan hijau bergantian)
Yuyu kangkang scrossing red & green kleting)
(yeterangan: datanglah kleting kuning akan menyebrang)
(yellow kleting come ti side of the river)
Yuyu Kangkang: Hohoho.. apa itu??.. Baunya tidak enak, wajahnya jelek sekali..
Yuyu kangkang: hohoho .. what is that .. it’s not good smell and so ugly...
Kleting Kuning: yuyu kangkang kesini, tolong aku untuk menyeberang..
Yellow kleting: he is yuy kangkang ... yuyu kangkang come here, help me please..
Yuyu kangkan: Hahaha… aku tidak mau, karena kamu jelek..
Yuy kangkang: hahaha ... i don’t want .. because you are so ugly..
Kleting Kuning: Kamu jahat Yuyu kangkang…
Yellow kleting: you are wicked yuyu kangkang
(yeterangan: Kleting kuning mengeluarkan lidi)
(yellow kleting show out her palm leaf rib)
Kleting kuning: Kalau itu maumu, aku akan membuat sungai ini kering..
Yellow kleting: okay .. if that you want.i will make this river dry
Narrator:
Dengan segera, sungai menjadi kering dan Yuyu Kangkang pergi jauh. Dengan begitu, Klenting Kuning bisa menyeberang menuju rumah Ande Ande Lumut.
Sudenly the river dry & yuy kangkang go away, so that kleting kuning can cross to ande2 lumut’s house
Narrator:
Di Dusun Dadapan, Mbok Rondo baru saja menyapu rumah, di dalam rumah ada Ande Ande Lumut baru saja selesai mengaji dari surau.
In dadapan village,mbok mondo have been sweeping the floor, in the house there is ande2 lumut have been finishing read the Quran from mosque.
(keterangan: Mbok rondo sedang menyapu halaman rumah, tiba-tiba datang rombongan gadis-gadis cantik, kleting merah, biru,kuning dan hijau)
Kleting: Assalamu’alaikum…
Kletings: assalamualaikum
Mbok rondo dadapan: Wa’alaikumsalam, siapa ya…
Mbok rondo dadapan: waalaikumsalam .. who are you ??
Kleting merah: saya mbok…Kleting Merah
Red kleting: im mom .. red kleting
Kleting Hijau: saya kleting hijau mbok…
Green kleting: im green kleting mom
Mbok rondo dadapan: Ada apa perempuan-perempuan cantik??
Mbok rondo dadapan: what happen beautifull girls ...
Kleting-kleting: Kita ingin melamar Ande-Ande lumut mbok…
Kletings: we want to propose to be ande2 lumut’s wife
Mbok rondo dadapan: Owh.. mau melamar ande-ande lumut… sebentar ya…
saya panggilkan ande-ande lumut…
Ande-ande lumut: saya memilih kleting kuning,ibu, saya mau berbicara jujur satu hal.
Ande ande lumut: I choosed yellow kleting, mom i want speak one thing honest
Mok rondo dadapan: Apa itu???
Mbok rondo dadapan: what is that???
Ande-ande lumut: Ibu, saya itu pangeran yang mengembara mencari pengalaman hidup.
Ande ande lumut: mom ... im a prince looking for experience
Mbok rondo dadapan: Apa… pangeran…???
Mbok rondo dadapan: what !! prince ???
Kleting-kleting: haa!!!!.......???? Pangeran…???
Kletings: hah !!! prince ???

(keterangan; kleting-kleting pingsan)
(Kletings fainted)

Narrator:

Yellow kleting be ande2 lumut’s wife, ugly face change to be beautifull princes. In fact.. yellow kleting is sekartaji princes. And ande2 lumut be the king of ramanipun kingdom, the prince and the princes happy aver after.
Drama 3

Bawang Merah & Bawang Putih

Actors:
1. Narrator
2. Papa white
3. Mama white
4. Bawang putih
5. Mama red
6. Bawang merah
7. Gold fish
8. Guard
9. Queen

Narrator:
A long time ago, there live a couple husband and wife. They have a very beautiful daughter, the name is Bawang Putih. Her father was a seller, he like a long trip. (pada zaman dahulu, hidup seorang pasangan suami istri. Mereka mempunyai seorang puteri yang sangat cantik, namanya adalah Bawang Putih. Ayahnya adalah seorang pedagang, dia suka melakukan perjalanan jauh.)

Papa White : “Mama, I will go to the city for a some days.” (Mama, aku akan pergi ke kota untuk beberapa hari)
Mama White : “be carefull in there!”(hati-hati disana)
Papa White : “I love you all” (aku cinta kalian )
Mama White : ”I love you too, and be carefull, Papa!”(aku juga mencintaimu, hati-hati, papa)

Narrator:
And, Papa White left them. A few days later, When Bawang Putih going to the river, Mama Red and Bawang Merah start their evil plan. Mama Red give a
poison to the foods her made. And her give the poisoned food to Mama White.(dan, papa putih meninggalkan mereka. Beberapa hari kemudian, ketika bawang putih pergi ke sungai mama merah dan bawang merah memulai rencana jahat mereka mama merah memberikan racun dalam makanan yang ia buat. Dan memberikannya kepada mama white)

Mama Red : “Mama White, I made a food for you.”(mama white, aku membuat makanan untukmu)

Bawang Merah : “Ya, Eat quickly.”(ya, makanlah)

Mama White : “Ouh... Thank you very much!”(ouh....terima kasih banyak)

Narrator:

Mama White carry that food to inside the house and eat it. But, she felt dizzy and faint.(mama white membawa makanannya ke dalam rumah dan memakannya. Tapi dia merasa pusing dan ingin pingsan)

Mama White : “Help me...... Help!”(tolong aku….tolong)

Bawang Putih : “Mama...Mama, are you okay?”(mama…mama, apakah kamu baik-baik saja?)

Mama White : “Bawang Putih..I’m sorry..I can’t keep you again.. (bawang putih, maafkan aku, aku tidak bisa menjagamu lagi)

Bawang Putih : “Mama.... don’t leave me, Ma!”(mama….jangan tinggalkan aku ma)

Narrator:

Bawang Putih’s cry heard by Mama Red and Bawang Merah, them laught happily. A few days later Papa White came.(tangisan bawang putih terdengar oleh mama merah dan bawang merah, mereka tertawa bahagia. Beberapa hari kemudian papa white datang)

Papa White : “Hello everybody....!! I’m home...!”(hello semuanya…aku pulang)

Bawang Putih : “Papa...Mama...Mama, pa...!”(papa…mama…mama..pa)

Papa White : “Calm down... What’s wrong with Mama?”(tenang…apa yang terjadi dengan mama)

Bawang Putih : ”Mama has been past away.”(mama meninggal)
Narrator:

A few month ago...Papa White marry with Mama Red, and then their live together. Not long after their marry, Papa White want to go to the city again. (beberapa bulan kemudian, papa putih menikah dengan mama merah, dan kemudian mereka hidup bersama. Tidak lama setelah pernikahan mereka. Papa putih ingin pergi ke kota lagi)

Papa White : “Mama Red, I want to go city.” (mama merah, aku ingin ke kota)
Mama Red : “Okay, darling.” (okay, sayang)
Mama Red : “Putih! You must wash clothes, plate, and all of homework!” (Putih kamu harus mencuci pakaian, piring dan semua pekerjaan rumah!)
Bawang Putih : “Y..yes, mom!” (iya, mom)
MR and BM : “Quickly!!!” (cepat)

Narrator:

Every day, Bawang Putih always abused by Mama Red and Bawang Merah. When Bawang Putih go to the river, she feel miss to her mother. Then hear a sound of a gold fish... (setiap hari, Bawang Putih selalu dianiaya oleh Mama Merah dan Bawang Merah. Ketika Bawang Putih pergi ke sungai, dia merasa merindukan ibunya. Kemudian mendengar suara seekor ikan mas)

Gold Fish : “Help...Help me!” (tolong...tolong aku!)
Bawang Putih : “Who are you?” (siapa kamu?)
Gold Fish : Can you take down this thing from my mouth?” (aku disini. Bisakah kamu melepaskan benda ini dari mulutku?)
Bawang Putih : “Ha?? You can talk? Oh, okay..okay I will help you!” (ha??kamu bisa bicara? Oh,okay okay aku akan membantumu!)
Gold Fish : “Puah..! thank you very much, My name is Ikan Mas, what’s your name?” (puah! Terima kasih banyak,namaku adalah ikan mas, siapa namamu?)

Narrator:

Bawang Putih has a new best friend. One day, Bawang Merah saw Bawang Putih chatting with fish. Then she catch the fish and fried it. After that, she give the bone of Ikan Mas to the Bawang Putih. (Bawang Putih mempunyai
teman baru. Suatu hari, Bawang Merah melihat Bawang Putih berbicara dengan ikan. Kemudian dia menangkap ikan itu dan menggorengnya. Setelah itu, dia memberikan tulang ikan ma situ kepada Bawang Putih

Bawang Putih : “What are you doing to my friend?”

Bawang Merah : “Friend?? That’s fish! Are you crazy?”

Narrator: Bawang Putih make a grave for her friend. And then, a miracle happened, on the fish grave turn up a gold plant. And the news heared by the kingdom. The kingdom sent a guard to take the gold plant for medicine the Queen.

Baby: “I from the kingdom want to take the plant for Queen medicine.”

BM and MR : “Yes, take it.”

Guard : “Okay, I will take it. Ugggh... I can’t... It’s very hard.”

Bawang Putih : “Let me take it!”

Narrator: And, Bawang Putih can take the plant and give it to the guards. Bawang Merah and Mama Red give a angry face to Bawang Putih. 3 days later, the Queen has been recover.

Prince : “How your feeling?”

Queen : “I’m better now, I think you need go to the girl and say thank you!”

Prince : “Yes, mom. I will go there.”

(In Bawang Putih’s house)

(di rumah Bawang Putih)
Guard: “Excuse me!” (permisi)

Bawang Putih: “Yes.” (ya)

Guard: “This is it, Prince! The girl who plant that tree.” (ini pangeran!, dia adalah gadis yang menanam pohon itu)

Prince: “Thank you. Because the plant my mother has been recover. So, I purpose to marriage you.” (terima kasih. Karena pohonmu, ibuku telah sembuh. Jadi aku bermaksud untuk menikahimu)

Bawang Putih: “Yes, I accept.” (ya, aku menerimanya)

Bawang Putih carry to the palace to meet the queen.

(Bawang Putih membawanya ke istana dan menemui ratu)

Prince: “Mom, I purpose to marry her. Are you blessing us?” (mom, aku bermaksud untuk menikahinya)

Queen: “Of course, son. I blessing you.” (tentu putraku, aku merestuimu)

Narrator:

Finally, Bawang Putih and the prince live happily forever.

(akhirnya, Bawang Putih dan pangeran hidup bahagia selamanya)
Drama 4

THE LAKE OF COLOR

Actors:
1. Narrator
2. Old man
3. King
4. Queen
5. People in the kingdom
6. Gold smith
7. Princess

Narrator:
Long ago there was a kingdom in West Java. The kingdom was ruled by king. People called their king His Majesty Prabu. Prabu was kind and wise king. But it was pity that prabu and his queen hadn’t got any children. It made the royal couple was very sad. Some old man who was respected by Prabu suggested the king to adopt a child. But Prabu and the Queen didn’t agree.


Old man : “Prabu, I suggest you adopt a child.”( “Prabu, saya sarankan anda mengadopsi anak ”)

King : “I don’t agree with your suggest!”( : “Saya tidak setuju dengan saran anda!”)

Old man : “why?: (“Mengapa?)

King : “Because for us, our own daughter or son is better than adopted children.: “Karena bagi kami, putri kami sendiri atau anak laki-laki lebih baik daripada anak-anak yang diadopsi. “)
Queen : “Yes, I think so.” (“Ya, saya pikir begitu.”)

Narrator: The Queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday he begged for a child. (Ratu sangat sedih. Dia sering menangis. Itulah sebabnya Prabu memutuskan untuk pergi. Ia pergi ke hutan. Di sana ia berdoa kepada Tuhan. Sehari-hari dia memohon untuk diberikan seorang anak.)

King : “Ohh my God. Please, give us a child.” (“Ohh Tuhan. Tolong, beri kami seorang anak”)

Narrator: His dream comes true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness. Nine months later a princess was born. People sent their presents again as a gift to a little princess. This baby grew as a beautiful teenager then.


People in the Kingdom : “This is, I bring it for the beautiful baby.” (“Ini, saya bawakan untuk bayi yang cantik.”)

King : “Thank you very much.” (“Terima kasih banyak.”)

Narrator:

Day by day, the princess grew more beautiful. No girls couldn’t compare with her. In a few days, Princess would be 17 years old. So, people of that palace. They bought many presents for her. Their presents gift were very beautiful. Prabu collected the presents. There really many presents. Then Prabu stored them in building. Sometimes he could take them to give to his people.


People in the Kingdom: “Your majesty Prabu, this is I bring a present to your beautiful daughter.” (“Yang Mulia Prabu, ini saya membawa hadiah untuk putri cantik anda.”)
King: “I will accept your present. Thank you.” ("Saya akan menerima hadiah ini. Terima kasih")

Narrator: Prabu only took some gold and jewels. Then he brought them to the gold smith. (Prabu hanya mengambil beberapa emas dan permata. Kemudian ia membawanya ke tukang emas.)

King: “Please make a beautiful necklace for my daughter.” ("Tolong buatkan kalung cantik untuk putri saya.”)

Goldsmith: “My pleasure, Your Majesty.” (“Dengan senang hati, Yang Mulia.”)

Narrator: The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the world because he loved the princess. (Tukang emas bekerja dengan sepenuh hati dan kemampuannya. Ia ingin menciptakan kalung yang paling indah karena ia mencintai sang putri.)

Goldsmith: “This is the beautiful necklace.” (Tukang emas: “ini adalah kalung yang indah.

King: “Ohh…thank you.” ( “Ohh …terima kasih.”)

Narrator: The birthday came. People gathered in the palace field. When Prabu and Queen appeared, people welcomed them happily. Prabu and his wife waved to their beloved people. (Ulang tahun tiba. Orang berkumpul di lapangan istana. Ketika Prabu dan Ratu muncul, orang menyambut mereka dengan senang hati. Prabu dan istrinya melambaikan tangan kepada orang-orang yang mereka cintai.)

King: “My beloved daughter, Please wear this necklace.” (“Putri saya tercinta, Silakan memakai kalung ini.”)

Princess: “I don’t want to accept it! It’s ugly!” (“Saya tidak ingin menerima! Itu jelek!”)

Ket: puteri melempar kalung itu dan semua orang menangis.

Narrator:

Then there was a miracle. Earth was crying. It made a pool of water became a big lake. The lake sank all of the kingdom. (Kemudian ada keajaiban. Bumi menangis. Mata air muncul menjadi danau besar. Danau tenggelam semua kerajaan.)

Nowadays, the water on that lake is not as full as before. There is only a small lake now. People called the lake “Talaga Warna”. It is mean “Lake of Color”. It’s located in the peak, West Java (Saat ini air di danau yang tidak penuh seperti

DRAMA 5

MALIN KUNDANG

Actors:
1. Narrator & Guard
2. Merchant
3. Malin
4. Nother
5. Rani (Malin’s sister)
6. Jaka
7. Miska (Malin’s wife)

ADEGAN 1

Narrator: Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang’s father had passed away when he was a baby, and he had to live hard with his mother.

(pada zaman dahulu, di sebuah desa kecil dekat pantai di Sumatra Barat, tinggalah seorang perempuan dan putranya, Malin Kundang. Ayah Malin Kundang telah meninggal ketika dia masih kecil, dan dia hidup susah dengan ibunya)

Malin: “Mother, I want to go sailing overseas…..”

(Ibu, Aku ingin pergi berlayar mengarungi samudera)"

Mother: “No, Malin, mom won’t let you”
(tidak Malin, Ibu tidak akan membiarkanmu pergi)

Rani : “What have you said already Malin? (apa yang baru saja kamu bicarakan malin.)

Malin : “Sist, Mother, if I stay here, I’ll always be a poor man” (Dik, Ibu, jika aku tetap disini, aku akan tetap menjadi orang yang miskin)

Mother : “If you really want to go, I can’t stop you.” (jika kamu benar benar ingin pergi, aku tak bias menghalangimu.)

ADEGAN 2

Narrator:

Malin went to Jaka’s home and meet him. He told everything to Jaka and asked Jaka to help him take care His sister and mother while he went sailing. (Malin pergi ke rumah jaka dan menemuinya. Dia memberi tahu jaka untuk membantunya menjaga adik dan ibunya ketika dia berlayar)

Malin : Jaka I wanna ask your help

(Jaka aku ingin kamu membantuku)

Jaka : What’s up Malin? (ada apa Malin?)

Malin : I wanna go sailing overseas tomorrow.. I want you to take care of my mother and sister. (Aku akan pergi berlayar besok. aku ingin kamu menjaga ibu dan adiku)

Jaka : Well Malin, if that’s your decision.. (Baiklah Malin, Jika itu keputusannya)

ADEGAN 3

One day the merchant’s daughter came to the work place to look for her father. (suatu hari anak saudagar datang ke tempat kerja mencari ayahnya)

Miska : my dad, do you remember next week? (ayah, apakah kamu ingat minggu depan?)

Merchant : oh I remember.. It’s your birthday.. isn’t it? (oh.. aku ingat.. minggu depan adalah ulang tahunmu bukan?)

Miska : Yes dad.. (ya ayah)

Merchant : oke we will make a birthday party for you.. (oke, kita akan membuat pesta ulang tahun untukmu)

Miska : oh really .. thank you so much my dad.
ADEGAN 4

Miska often came to her father’s work place. And in her birthday party, Miska invited Malin to come to her party. (Miska sering datang ke tempat kerja ayahnya dan miska mengundang Malin ke pesta ulang tahunnya)

Malin: Happy Birthday Miska! Will you marry me?

(Selamat Ultah Miska! Akankah kamu menikah denganku?)

Miska: Oh Malin.. Why not? I love you too

(Oh malin.. mengapa tidak? Aku juga mencintaimu)

Narrator: Many years later, Malin Kundang became a wealthy merchant. (beberapa tahun kemudian malin kundang berubah menjadi saudagar kaya)

Mother: “Malin, you’re back, son!”

(Malin, Kamu kembali nak!”)

Malin: “who are you? (siapa kamu?)

Sister: Malin, What do you mean?. She is Our mother. (Malin, Apa maksudmu? Dia adalah ibu kita)

Wife: “No! Guard, take this old women out of here,” (Tidak! Pengawal, bawa wanita tua ini pergi dari sini”.)

Guard: I’m sorryMom! You have to go out of here! Go! Go!

(maaf bu, anda harus pergi dari sini. Pergi pergi!” 2 bodiguard mendorong paksa Emak dan Rani sedang seorang bodyguard memaki maki)

Mother: Malin… I’m your mother ………

(Malin aku ibumu nak)

Malin: go way !you are not my mother…

(pergi jauh kamu bukan ibuku)

Mother: malin.I cursed you, you better be a stone!(malin aku kutuk kamu jadi batu)

Malin: mom…. I’m sorry !

(bu maafkan aku bu!)

Mother: you’re late son
Malin: mmootheeeerrrrrrr…..

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : MA NU 03 SUNAN KATONG KALIWUNGU KENDAL
Kelas/Semester : XII/1
Skill : Speaking
Media : Indonesia folklore and authentic material
Pertemuan ke : Kedua (Treatment 2)
Alokasi waktu : 2x45 menit

A. STANDAR KOMPETENSI
4 Berbicara
4.1 Mengungkapkan makna dalam teks dialog berbentuk narrative.

B. KOMPETENSI DASAR
4.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative

C. INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
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<tr>
<td>2. Mengidentifikasi informasi dari teks narrative.</td>
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<td>8. Mengidentifikasi tujuan komunikasi teks berbentuk narrative.</td>
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<td>9. Menidentifikasi tokoh cerita yang disampaikan.</td>
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<td>10. Mengidentifikasi kejadian dalam teks yang disampaikan.</td>
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<td>11. Mengidentifikasi solusi dalam sebuah cerita</td>
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</tbody>
</table>
Melakukan dialog berbentuk narrative.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat Mengidentifikasi topik sebuah teks narrative.
2. Siswa dapat Mengidentifikasi informasi dari teks narrative.
4. Siswa dapat Mengidentifikasi tokoh dari cerita yang disampaikan.
5. Siswa dapat Mengidentifikasi kejadian dalam teks yang disampaikan.
7. Siswa dapat melakukan dialog berbentuk narrative.

E. MATERI POKOK

Definition
Narrative text is an imaginative story to entertain people.

Social function:
to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:
Orientation : containing plot and characters (in this part, you should introduce the setting of the story)
Complication : crisis of the story (in the part, you should create the conflict as the result of the disharmonious relation among the characters in your story)
Resolution : the crisis is resolved, for better or for worse (in this part of the story, after the conflict is over you continue with the solution by introducing the third person or the third side)

F. METODE PEMBELAJARAN
Ceramah, Discussion, Communicative Language Teaching (CLT), Indonesia Folklores Drama
Step 1: discussing the drama in group
Step 2: practicing the script of drama in groups.
Step 3: performing the drama in groups.
G. Langkah-langkah Kegiatan Pembelajaran

- **PERTEMUAN I : MATERI, PRE-TEST, TREATMENT 1**
- **PERTEMUAN II: TREATMENT 2**

**Kegiatan Awal (10’)**
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)* dan berdoa.
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

**Kegiatan Inti (70’)**

*Eksplorasi (STEP 1: discussing the drama in group)*

Dalam kegiatan eksplorasi guru:
- Meminta siswa untuk bergabung dalam kelompok yang sudah dibagi di pertemuan sebelumnya.
- Menjelaskan beberapa kesulitan siswa dalam memahami teks.
- Meminta siswa untuk menghafal dan kompak dalam kelompoknya masing-masing.

*Elaborasi (STEP 2: practicing the script of drama in groups)*

Dalam kegiatan elaborasi guru:
- Mengamati siswa dalam melakukan dialog maupun monolog dalam kelompoknya masing-masing.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan tugas yang ada secara kelompok.
- Membiasakan siswa untuk berani mengungkapkan pendapatnya tentang karakter yang akan mereka mainkan.

*Konfirmasi (STEP 3: performing the drama in groups.)*

Dalam kegiatan konfirmasi guru:
- Mengamati siswa yang sedang melakukan drama di depan kelas sesuai kelompoknya dalam pertemuan kedua siswa masih diperbolehkan membawa teks.
- Memberikan umpan balik pada siswa dengan memberi penguatan dan koreksi pronunciation dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi

**Kegiatan Akhir (10’)**

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan guru memberikan teks utuh dan meminta siswa mempelajari peran mereka dirumah bersama kelompok.
- Penilaian proses
- Membaca doa
- Mengucapkan salam penutup

**-PERTEMUAN III: POST-TEST**

**H. Sumber/Bahan/Alat**

1. The Bridge English Competence for SMA Grade XII (Kistanto, Suhanto Kastaredjo, Kristiawan D.Cahyono, Eka Purnama, & Alber Tupan)
2. Developing English Competencies for senor high school grade XI 2 (Ahmad doddy, Ahmad Sugeng, Effendi)
3. Look Ahead an English course for senior high school students year XI 2 (Th.M.Sudarwati & Eudia Grace)
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5. [http://derfafu.blogspot.co.id/2013/01/contoh-naskah-drama-bahasa-inggris-ande.html](http://derfafu.blogspot.co.id/2013/01/contoh-naskah-drama-bahasa-inggris-ande.html)
7. [www.tutorialbahasainggris.com](http://www.tutorialbahasainggris.com)
8. [Indonesianfolklore.blogspot.com](http://Indonesianfolklore.blogspot.com)

**I. Penilaian**

-Identify and comprehend the short dialog from Indonesia folklore drama in pairs!
- Perform the dialog in front of class
### J. Instrumen penilaian

#### a. Tes Lisan/Performansi Siswa

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Mengetahui,

Guru Mapel Bahasa Inggris,

Kendal, 26 Juli 2017

Mahasiswa,

Mengetahui,

Kepala Sekolah
RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : MA NU 03 SUNAN KATONG KALIWUNGU KENDAL
Kelas/Semester : XII/1
Skill : Speaking
Media : Indonesia folklore and authentic material
Pertemuan ke : Ketiga (POST-TEST)
Alokasi waktu : 2x45 menit

A. STANDAR KOMPETENSI

4 Berbicara

4.1 Mengungkapkan makna dalam teks dialog berbentuk narrative.

B. KOMPETENSI DASAR

4.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative

C. INDIKATOR PENCAPAIAN KOMPETENSI

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
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<tbody>
<tr>
<td>2. Mengidentifikasi informasi dari teks narrative.</td>
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<tr>
<td>15. Mengidentifikasi kejadian dalam teks yang disampaikan.</td>
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<tr>
<td>17. Melakukan dialog berbentuk narrative.</td>
<td></td>
</tr>
</tbody>
</table>
D. TUJUAN PEMBELAJARAN
1. Siswa dapat Mengidentifikasi topik sebuah teks narrative.
2. Siswa dapat Mengidentifikasi informasi dari teks narrative.
4. Siswa dapat Mengidentifikasi tokoh dari cerita yang disampaikan.
5. Siswa dapat Mengidentifikasi kejadian dalam teks yang disampaikan.
7. Siswa dapat melakukan dialog berbentuk narrative.

E. MATERI POKOK

Definition
Narrative text is an imaginative story to entertain people.

Social function :
to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:
Orientation : containing plot and characters (in this part, you should introduce the setting of the story)
Complication : crisis of the story (in the part, you should create the conflict as the result of the disharmonious relation among the characters in your story)
Resolution : the crisis is resolved, for better or for worse (in this part of the story, after the conflict is over you continue with the solution by introducing the third person or the third side)

F. METODE PEMBELAJARAN
Ceramah, Discussion, Communicative Language Teaching (CLT), Indonesia Folklores Drama
Step 1: prepare the performance in groups
Step 2: pay attention to the other groups that perform.
Step 3: performing the drama in groups in front of class.

G. Langkah-langkah Kegiatan Pembelajaran
- **PERTEMUAN I : PRE-TEST**
- **PERTEMUAN II: TREATMENT**
- **PERTEMUAN III: POST-TEST**

**Kegiatan Awal (10’)**
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*) dan berdoa.
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karak ter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

**Kegiatan Inti (70’)**

*Eksplorasi (STEP 1: prepare the performance in groups)*

Dalam kegiatan eksplorasi guru:
- Meminta siswa untuk menghafal dan kompak dalam kelompoknya masing-masing.
- Meminta siswa melakukan persiapan sebelum mereka tampil seperti mempersiapkan alat-alat atau authentic material yang akan mereka gunakan

*Elaborasi (STEP 2: pay attention to the other groups that perform.)*

Dalam kegiatan elaborasi guru:
- Mengamati siswa dalam memperhatikan kelompok temannya yang sedang perform drama.
- Membiasakan siswa untuk berani melafalkan naskah sesuai peran mereka masing-masing secara lantang.

*Konfirmasi (STEP 3: performing the drama in groups in front of class)*

Dalam kegiatan konfirmasi guru:
- Mengamati siswa yang sedang melakukan drama di depan kelas sesuai kelompoknya
Memberikan umpan balik pada siswa dengan memberi penguatan dan koreksi pronunciation dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi

**Kegiatan Akhir (10’)**

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan guru memberikan teks utuh dan meminta siswa mempelajari peran mereka dirumah bersama kelompok.

- Penilaian proses
- Membaca doa
- Mengucapkan salam penutup

**H. Sumber/Bahan/Alat**

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8. Indonesianfolklore.blogspot.com
I. Penilaian
1. Perform the dialog in front of class.

J. Instrumen penilaian
   a. Tes Lisan/Performansi Siswa

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Mengetahui,  
Guru Mapel Bahasa inggris,  
Kendal, 27 Juli 2017  
Mahasiswa,
APPENDIX 4

SCORING RUBRIC
### Oral Proficiency Scoring Categories Brown (2004:173),

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
<th>COMPREHENSION</th>
<th>FLUENCY</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs.</td>
<td>Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.</td>
<td>(No specific fluency description refer to other four language areas for implied level of fluency)</td>
</tr>
<tr>
<td>II</td>
<td>Can usually handle elementary construction % quite accurately but does not have thorough or confident control of the grammar</td>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocutions.</td>
<td>Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)</td>
<td>Can handle with confidence but not with facility must social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.</td>
</tr>
<tr>
<td>III</td>
<td>Control or grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.</td>
<td>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.</td>
<td>Comprehension is quite complete at a normal rate of speech.</td>
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</tr>
<tr>
<td>IV</td>
<td>Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.</td>
<td>Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.</td>
<td>Can understand any conversation within the range of his experience.</td>
<td></td>
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<tr>
<td></td>
<td>Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.</td>
<td>Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.</td>
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<tr>
<td>SCORE</td>
<td>PRONUNCIATION</td>
<td>TASK</td>
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<tr>
<td>I</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Can ask and answer on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.</td>
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<tr>
<td>II</td>
<td>Accent is intelligible though often quite faulty.</td>
<td>Able to satisfy routine social demands and work requirements: need help in handling any complications or difficulties.</td>
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<tr>
<td>III</td>
<td>Errors never interfere with</td>
<td>Can participate effectively</td>
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</table>
understanding and rarely disturb the native speaker. Accent may be obviously foreign. in most formal and informal conversations on practical, social, and professional topics.

<table>
<thead>
<tr>
<th>IV</th>
<th>Errors in pronunciation are quite rare.</th>
<th>Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.</th>
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<tbody>
<tr>
<td>V</td>
<td>Equivalent to and fully accepted educated native speaker.</td>
<td>Speaking fluency equivalent to that of an educated native speaker.</td>
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**SCORING RUBRIC ADAPTATION**

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APPENDIX 5

TRANSCRIPT OF RESEARCH
1. First Meeting on July 20, 2017

T= English Teacher  
R= researcher  
S= students  
K1=kelompok 1  
K2= kelompok 2  
K3= kelompok 3  
K4= kelompok 4

When the teacher and the researcher entered the class, there were some students still ate their food in front of the class. Then when the teacher started the learning process some students came in the class and shake hands with the teacher and researcher.

T: “Assalamu’alaikum wr wb”
S: “wa’alaikumsalam wr wb”

T: “untuk hari ini seperti biasa saya akan mengisi materi pertama kita yaitu narrative. Saya akan jelaskan sedikit nanti akan dilanjutkan pre-test, jadi silahkan yang masih punya catatan narrative ya, ok our material today is narrative text what is narrative text, what is narrative?”

Here all of the students had been came in the class.

S: “narrative is …”
T: “apa sih narrative itu, ya?”
T: “we have learned about narrative for five or for four semesters?”
S :”four”
T : ”yes, kita sudah belajar narrative text for five semesters, in its semester we brought narrative text again, so I will remain you once again, what is narrative? ada yang tahu gak?”

(The teacher wrote in the white board)
T: “ada yang tahu?”
S: “to entertain haha…”
T: “ok narrative text is a text which has the social function to?”
S: “amuse..”
T : “ya amuse or entertain the readers or listeners, what else apa lagi? Menghibur atau menceritakan kepada pembaca atau pendengar mengenai sebuah cerita. What kinds of the story?, ceritanya itu yang kayak apa?”

S: “imaginary..”

T: “imaginary ok, what else?”

S: “universal”

T: “universal? What do you think about universal? maksudnya universal apa? secara umum, yang terpenting adalah imaginary ya karena narrative itu khayalan kaitannya dengan dongeng, legends, folktale, fairy tale before I explain the social function tujuan komunikasinya bahwa sebelum saya menjelaskan bahwa when we talk about a genre, ketika kita membahas tentang satu jenis text, so there are some points we have learned, ada beberapa poin yg harus kalian pelajari the first one is the characteristic of the text itself, pertama adalah karakterernya dulu pengertiannya dulu ya, and then the social function, what else?”

S: “generic structure..”

T: “generic structure ok, apa lagi? language features ya, jadi minimal 3 hal atau 4 hal itu kalian pelajari dulu baru nanti contoh teksnya saya yakin narrative is the easiest text, bener nggak narrative itu teks yang paling mudah ya to be identify untuk diidentifikasi.”

(teacher wrote on the white board)

T: “ok start from the social function, if you have the note, tidak perlu ditulis lagi ya masih ada catatannya ya”

S: “ya bu”

T: “to entertain”

S: “amuse” (salah pronunciation)

T: “or to amuse the readers or listeners deal with the story ya, ok the second one is?”

S: “generic structure”

T: “generic structure atau text organization, how many generic structures?”

S: “three”

T: “orientation, complication…”

S: “resolution”
T: “resolution, sometimes we can add the evaluation kadang bisa ditambah evaluasi after complication and before resolution ya, oke, orientation states who or what, and then”

S: “when..”

T: “when and where jadi dalam orientasi itu menyatakan apa atau siapa kapan dan dimana, apa atau siapa itu include the participant and then when timingnya ya, where”

S: “place..”

T: “place, where did the story happen, and then the complication include the problem”

S: “appear”

T: “appear ok, masalah yang muncul apa biasanya yang dialami oleh participant, the last one is resolution, ok how the problem solved bagaimana masalah terselesaikan atau terpcahkan, it can be happy ending or sad ending (ada siswa masuk) and the third one is apa?”

S: “If..”

T: “If, lexical grammatical, what tenses used in narrative text?”

S: “simple past tense”

T: “simple past tense”

S: “conjunction…”

T: “apa lagi, conjunction? action verb”

S: “linking verb..”

T: “linking verb oke, tadi apa conjunction of time ya.”

S: “iya”

T: “and then individualized participant, ok what is the mean of individualized participant? Yang dimaksud individualized participant itu yang seperti apa, tokohnya personal ya, contohnya apa Cinderella, Aladin..”

S: “Timun Mas”

T: “Malin Kundang”, “Timun Mas”, udah paham ya? ok maybe any questions? Ada pertanyaan?”

S: “No..”
"If there is no question, the material will be continued by pre test materinya akan dilanjutkan dengan pretest ya jadi nanti kalian akan dikasih soal latihan you can discuss with your friend ya”

(siswa diberikan teks dialog pendek secara acak yang merupakan potongan dari naskah drama yang akan mereka mainkan mereka diberi waktu untuk mendiskusikan dgn teman sebangku kemudian mereka maju kedepan untuk berdialog in pairs)

Setelah 15 menit ada siswa yang mengajukan diri untuk maju kedepan

Peneliti membantu guru karena peneliti bertugas untuk menilai siswa dalam Pre-test

R: “siapa yang mau maju ke depan?”
S: “saya miss”
R: “ nama kamu siapa”
S: “Berry dan Miftah”
R: “ya silahkan (mereka mendapat dialog ke 10)”

KELOMPOK 1

Dialog 10
Berry as prince
Miftah as queen

Prince : “Mom, this is the girl.”(mom, inilah perempuan itu) (Berry tidak membawa teks)

Queen : “Is that you, sweet girl?”(apakah itu kamu, gadis manis) (dengan intonation yang salah tidak seperti bertanya dan teman-temannya tertawa)

Prince :“Mom, I purpose to marry her. Are you blessing us?”(mom, aku bermaksud untuk menikahinya)

Queen :“Of course,son. I blessing you.”(tentu putraku, aku merestuimu)

KELOMPOK 2

Septi as Papa White
Putri as Mama white
Dialog 7

Papa White : “Mama, I will go to the city for a some days.” (Mama, aku akan pergi ke kota untuk beberapa hari)

Mama White : “I just want to say be carefull in there!” (saya hanya ingin mengatakan, hati-hati disana)

Papa White : ”Mama, Bawang Putih, I go first, take care your self. I love you.” (Mama, Bwang putih, aku pergi dulu, jaga diri kalian, aku cinta kalian)

Mama White : ”I love you too, and be carefull, Papa!” (aku juga mencintaimu, hati-hati, papa)

KELOMPOK 3
Deni as Old man
Galang as king

Dialog 19

Old man : “Prabu, I suggest you to adopt a child.” (Prabu, saya sarankan anda mengadopsi anak)

King : “I don’t agree.”

Old man : “why?”

King : “Because our own child is better than adopted child.”

KELOMPOK 4

Nasya as Merchant
Umi as Malin

Dialog 14

Merchant : Hei Son, What’s your name? I’m so gratefull to you

Malin : “Oh.. you are too much merchant, my name is Malin Kundang“

Merchant : “well Malin, Would u like to sail with us. I’ll give u some job.”

Malin : Oh thanks so much merchant.
KELOMPOK 5
Munana as Prince
Muasyomah as Mbok Rondo Dadapan
**Dialog 3**
Prince: “excuse me mom ...”
Mbok rondo dadapan: “walahdalah .. who are you?”
Prince : “Im wanderer mom .. im sorry, i want to ask something, what is this village?”
Mbok rondo dadapan : “this is dadapan village boy... what you want here?”Prince : “I lost the way mom..”

KELOMPOK 6
Ade as Mysterious voice
Fikro as Yellow Klenting
**Dialog 5**
Mysterious voice : “hay ... beautifull girls..”
Yellow kleting : “who is that?”
Mysterious voice : “don’t scare, im good character of yourself”
Yellow kleting : “what do you want?”
Mysterious voice : “I want to give you pusaka jimat kalimosodo.”
Yellow kleting : “okay thank you ..”

KELOMPOK 7
Dina as Merchant
Ismi as Miska
**Dialog 18**
Merchant : “Oh.. my daughter.. What’s up dear?”
Miska : “my dad, do you remember next week?”
Merchant : “What will happen dear?”
Miska : “hmm... don’t tell me you forget..?”
KELOMPOK 8
Eka as Mama Red
Rina as Bawang Merah
Dialog 8
Mama Red: “Bawang Merah, what if we poisoned Mama White?”
Bawang Merah: ”Yes, I agree. We must kill her right now!”
Mama Red: “Mama White, I made a food for you
Bawang Merah: “Ya, Eat quickly.”
KELOMPOK 9
Rini as Red Klenting
Kemuning as Yuyu Kangkang
Dialog 6
Red kleting: “yuyu kangkang .. yuyu kangkang ..”
Yuyu kangkang: “hahaha .. what happen ladies ..”
Red kleting: “yuyu kangkang,may you cross is to the other side of this river?”
Yuyu kangkang: “yes .. but you must do something to me”
KELOMPOK 10
Ayu as Prince
Fissilmi as Queen
Dialog 10
Prince: “Mom, this is the girl.”
Queen: “Is that you, sweet girl?”
Prince: “Mom, I purpose to marry her. Are you blessing us?”
Queen: “Of course,son. I blessing you.”
KELOMPOK 11
Afifah as Yellow Kleting  
Kholifah as Mbok Rondo Kleting  
**Dialog 4**

Yellow kleting : “mbokk .. i want to talk”  
Mbok rondo kleting : “what you want to talk ? “

Yellow kleting: “mbok .. i want to propose to be ande2’s wife”
Mbok rondo kleting: come here,mbok makes up you (Kesini, mbok dandani kamu.)

KELOMPOK 12

Nafis as King  
Lutfi as Goldsmith  
**Dialog 13**

King : “Please make a beautiful necklace for my daughter.”( “Tolong buatkan kalung cantik untuk putri saya.”)

Goldsmith : “My pleasure, Your Majesty.”( “Dengan senang hati, Yang Mulia.”)

Goldsmith : “This is the beautiful necklace. I make it with my heart and my ability.”(Tukang emas: “ini adalah kalung yang indah. Aku membuatnya dengan hati saya dan kemampuan saya.)

King : “Ohh… how beautiful this necklace.”( “Ohh … betapa indah kalung ini.”)

KELOMPOK 13

Nanang as Father  
Say Fajar as Mother  
**Dialog 1**

Father : Wife, take a look of this cucumber.

(istriku, lihatlah timun ini)

Mother : I think it’s time for us to open it up.

(aku rasa ini waktunya untuk membukanya.)

Father : Yes, let’s cut it into two.

(ya, potonglah menjadi dua)
Mother : Look, husband! There is a baby girl.

(lihatlah suamiku ada bayi perempuan)

KELOMPOK 14
Hamzah as Papa White
Pertiwi as Bawang Putih
Dialog 11
Papa White : “Bawang Putih, I want to tell you something.”(bawang putih aku akan menceritakan sesuatu)

Bawang Putih : “What is that?”(apa itu?)

Papa White : “I want to marry with Mama Red, so she will to take care of you.”(aku ingin menikah dengan mama merah, jadi dia akan menjagamu)

Bawang Putih: “... Okay, if that you want.”(baik, jika itu keinginanmu)

KELOMPOK 15
Thia Alvana as Malin
Fina Damayanti as Miska
Dialog 17
Malin : Ups.. sorry, are you okey? (ups, maaf, apa kamu baik baik saja)

Miska : yeah it’s okey. What’s your name? (yah, aku baik baik saja. Siapa namamu)

Malin : Malin and you? (malin, kamu?)

Miska : Miska
Malin : what are you doing here? (sedang apa kamu disini)

Miska : I want to meet my father. (aku ingin bertemu ayahku.)

Second Meeting on Wednesday, august 26, 2017

T: Assalamu’alaikum wr.wb.
S: wa’alaikumsalam wr.wb
T: “good morning guys”
S: “morning..”
T: “how are you today?”
S: “I’m fine”

T: “untuk hari ini akan dilanjutkan treatment ya, we will have treatment and post test 1 based on the story of “Bawang Merah Bawang Putih”, macam-macam ya, berdasarkan beberapa macam teks yang kalian terima ya. Silahkan nanti diikuti Udah baca dirumah teksnya?”
S: “udah”
S: “hilang teksnya bu”
S: “baca sedikit bu”
T: “udah dibagi minggu lalu, tadi malam apa gak dibaca lagi?”
S: “tadi malem tak baca bu tapi sedikit”

Siswa kembali ke kelompok masing-masing dan berdiskusi setelah itu sekitar 20 menit mereka latihan bersama teman kelompoknya, researcher membantu teacher dalam pelaksanaan post test 1.

Dan kelompok pertama yang maju adalah kelompok “The Lake of Color”
K1: “Assalamu’alaikum wr wb”
S: “wa’alaikumsalam wr wb”
K1: “Perkenalkan nama saya Lutfi Miftahul Anwar sebagai narrator and old man, perkenalkan nama saya Nanang Iskandar sebagai king, perkenalkan nama saya Isniatun sebagai queen, perkenalkan nama saya Ade Irvianti sebagai people in the kingdom, perkenalkan nama saya Kemuning Mitasari sebagai goldsmith, perkenalkan nama saya miftah Ansori sebagai Princess.”
S: “whahahahahah”
S: “terus ini gimana bu”
S: “dialog dialog…”
R: ” narrator pertama baca”
(Dengan kalimat terbata bata)
Narrator:

Long ago there was a kingdom in West Java. The kingdom was ruled by king. People called their king His Majesty Prabu. Prabu was kind and wise king. But it was pity that prabu and his queen hadn’t got any children. It made the royal couple was very sad. Some old man who was respected by Prabu suggested the king to adopt a child. But Prabu and the Queen didn’t agree. (banyak pengucapan yang salah dan siswa lain kurang memperhatikan)

Old man : “Prabu, I suggest you adopt a child.”

King : “I don’t agree with your suggest!”

Old man : “why?”

King : “Because for us, our own daughter or son is better than adopted children.”

Queen : “Yes, I think so.”

Narrator: The Queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday ge begged for a child.

King : “Ohh my God. Please, give us a child”

Narrator: His dream comes true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness. Nine months later a princess was born. People sent their presents again as a gift to a little princess. This baby grew as a beautiful teenager then.

People in the Kingdom : “This is, I bring it for the beautiful baby

King : “Thank you very much..”

Narrator:

Day by day, the princess grew more beautiful. No girls couldn’t compare with her. In a few days, Princess would be 17 years old. So, people of that palace. They bought many presents for her. Their presents gift were very beautiful. Prabu collected the presents. There really many presents. Then Prabu stored them in building. Sometimes he could take them to give to his people.

People in the Kingdom: “Your majesty Prabu, this is I bring a present to your beautiful daughter.”

King : “I will accept your present. Thank you.”

Narrator: Prabu only took some gold and jewels. Then he brought them to the gold smith.
King: “Please make a beautiful necklace for my daughter.”

Goldsmith: “My pleasure, Your Majesty.”

Narrator: The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the world because he loved the princess.

Goldsmith: “This is the beautiful necklace..”

King: “Ohh...thank you.”

Narrator: The birthday came. People gathered in the palace field. When Prabu and Queen appeared, people welcomed them happily. Prabu and his wife waved to their beloved people.

King: “My beloved daughter, Please wear this necklace.

Princess: “I don’t want to accept it! It’s ugly!”

Narrator:

Then there was a miracle. Earth was crying. It made a pool of water became a big lake. The lake sank all of the kingdom.

Nowadays, the water on that lake is not as full as before. There is only a small lake now. People called the lake “Talaga Warna”. It is mean “Lake of Color”. It’s located in the peak, West Java.

GROUP 2

K2: assalam’ualaikum wr.wb
(Siswa lain bicara sendiri-sendiri)
K2: “ulangi ulangi assalamualaikum wr wb”
S: “wa’alaikumsalam wr wb”

K2: “Perkenalkan saya nasyatul aisyi yang bertindak sebagai narrator, perkenalkan nama saya Rina yuliana sebagai mother, perkenalkan nama saya Rini yuliani sebagai Merchant, perkenalkan nama saya septi lianasari saya sebagai Miska (Malin’s wife, perkenalkan nama saya Deni darmawan sebagai malin, perkenalkan nama saya fisilmi sebagai Rani (Malin’s sister), perkenalkan nama saya nurul afifah sebagai jaka.”

Rini: “Sudah sudah adegan pertama”

ADEGAN 1
Narrator: Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, MalinKundang. MalinKundang’s father had passed away when he was a baby, and he had to live hard with his mother.

Malin: “Mother, I want to go sailing overseas…..”
Mother: “No, Malin, mom won’t let you”
Rani: “What have you said already Malin?”
Malin: “Sist, Mother, if I stay here, I’ll always be a poor man”
Mother: “If you really want to go, I can’t stop you.”

ADEGAN 2

Narrator:

Malin went to Jaka’s home and meet him. He told everything to Jaka and asked Jaka to help him take care of his sister and mother while he went sailing.

Malin: Jaka I wanna ask your help
Jaka: What’s up Malin?
Malin: I wanna go sailing overseas tomorrow.. I want you to take care of my mother and sister..
Jaka: Well Malin, if that’s your decision..

ADEGAN 3

One day the merchant’s daughter came to the work place to look for her father.

Miska: my dad, do you remember next week?
Merchant: oh I remember.. It’s your birthday.. isn’t it?
Miska: Yes dad..
Merchant: oke we will make a birthday party for you..
Miska: oh really .. thank you so much my dad.

ADEGAN 4

Miska often came to her father’s work place. And in her birthday party, Miska invited Malin to come to her party.

Malin: Happy Birthday Miska! Will you marry me?
Miska: Oh Malin.. Why not? I love you too
Narrator: Many years later, MalinKundang became a wealthy merchant.

Mother: “Malin, you’re back, son!”

Malin: “who are you?

Sister: Malin, What do you mean?. She is Our mother

Wife: “No! Guard, take this old women out of here,”

Guard: I’m sorryMom! You have to go out of here! Go! Go!

Mother: Malin… I’m your mother ………

Malin: go way !you are not my mother…

Mother: malin.I cursed you, you better be a stone!)

Malin: mom…. I’m sorry !!

Mother: you’re late son

Rini trus koe ndodok

Malin: mmootheeeerrrrrrr…….

S: “ tepuk tangan”

GROUP 3

K3:”Assalamu’alaikum wr.wb”

(Siswa lain rame)

R: “jawab dong”

K3: “Perkenalkan nama saya Umi Shofaratin sebagai narrator, perkenalkan nama saya Ayu Nur sebagai mbok rondo dadapan, perkenalkan nama saya Munana Al-qudsiyah sebagai mbok rondo kleting dan mysterious voice, perkenalkan nama saya muashomah rahmah sebagai red kleting, perkenalkan nama saya Kholifah sebagai green kleting, perkenalkan nama saya avinia sebagai yellow kleting, perkenalkan nama saya Galang Asmoro sebagai prince, perkenalkan nama saya Nafis Sabilillah sebagai yuyu kangkang.”

S: “hahah yuyu kangkang hahahahaha”

R: “Ayo mulai”

Narrator:
In the country that gemah ripah loh jinawi, tata tenterem kerta raharja, there is a handsome prince. The prince is the candidate of a king who will get the kingdom position but the prince want to adventure looking for hisself & a beautufull girl who be his wife. One day, the prince & his guard looking for an animal in the forest.

Prince: excuse me mom... Mbok rondo dadapan: waladalah... Siapa kamu?.. Mbok rondo dadapan: walahdalah.. who are you? Prince: im wanderer mom.. im sorry, i want to ask something, what is this village? Mbok rondo dadapan: this is dadapan village boy... what you want here??

Prince: i want to wander mom.. but i lost the way. I don’t know the way Mbok rondo dadapan: don’t you want to be my son?? Prince: yes mom, i want Mbok rondo dadapan: now your name is ande2 lumut

(Narrator: Pangeran bersama dengan pengawal dan mbok rondo pergi menuju rumahnya)

Narrator: In the bright morning, mbok rondo klenting joy with her daughter. The daughter of Mbok rondo kleting is so beautifull, they are red kleting, green kleting, and her step child her name is yellow kleting. Mbok rondo kleting very love her daughter, but different with yellow kleting, she always serves by her step mother for sweep the floor, clean the house and work in the field.

Mbok rondo: my beautifull daughters, come here girls...
Kletings: yeesss mboookkk...
Mbok rondo kleting: Mbok rondo dadapan make a competition looking for a wife.

Kletings: yes i want mbok
(Keterangan: kleting merah dan hijau bersama bergaya manja, centil)
(red and green kleting with their spoiled style)
Narrator: (A minute soon, yellow kleting that listen conversation between mbok rondo and kletings come to mbok rondo)

Yellow kleting: mbok.. i want to propose to be ande2’s wife
Mbok rondo kleting: come here, mbok makes up you
Narrator:
Yellow kleting accept patiently mbok rondo’s saying & tratements. She never complaint & always pray to Allah SWT, she hope she will get the good replied. 
Misterious voice : hay ... beautifull girls ...
Yellow kleting : who is that ?
Misterious voice :don’t scare, I want to give you pusaka jimat kalimosodo.
Yellow kleting : okay thank you..

(keterangan: Kleting kuning meninggalkan sungai dengan membawa pusaka barunya).
(yellow kletig leave the river with bring her new pusaka)

Narrator
In the famouse river, there is a yuyu kangkang that have authority of the river. red & green kleting want to go to ande2 lumut’s house, but they very confuse for passed the river. they look yuyu kangkang & ask to take them scross.

Red kleting : yuyu kangkang .. yuyu kangkang ..
Yuyu kangkang : hahaha .. what happen ladies ..
Red kleting : yuyu kangkang, may you cross is to the other side of this river?
Yuyu kangkang : yes .. but you must do something to me
Green kleting : what is that?
Yuyu kangkang : i want to kiss your hand
Green kleting : isn’t other ?
Red kleting : yes we will do it, but just your hand

(keterangan: yuyu kangkang menyebrangkan kleting merah dan hijau bergantian)
Yuyu kangkang scrossing red & green kleting)
(keterangan: datanglah kleting kuning akan menyebrang)
(yellow kletig come ti side of the river)

Yuyu kangkang : hohoho .. what is that .. it’s not good smell and so ugly ..
Yellow kleting : he is yuyu kangkang ... yuyu kangkang come here, help me please ..
Yuyu kangkang : hahaha ... i don’t want .. because you are so ugly ..
Yellow kleting : you are wicked yuyu kangkang

(keterangan: Kleting kuning mengeluarkan lidi)
(Yellow kletig show out her palm leaf rib)

Yellow kleting : okay .. if that you want. i will make this river dry

Narrator:
Sudenly the river dry & yuyu kangkang go away. so that kleting kuning can cross to ande2 lumut’s house

Narrator:
In dadapan village, mbok rondo have been sweeping the floor, in the house there is ande2 lumut have been finishing read the Quran from mosque.
 Mbok rondo sedang menyapu halaman rumah, tiba-tiba datang rombongan gadis-gadis cantik, kleting merah, biru, kuning dan hijau.

(mbok rondo sweeping the garden, sudently come beautiful girls, red, blue and green, yellow kleting)

Kletings : assalamualaikum
Mbok rondo dadapan : waalaikumsalam .. who are you ?
Red kleting : im mom .. red kleting
Green kleting : im green kleting mom
Mbok rondo dadapan : what happen beautifull girls ...
Kletings : we want to propose to be ande2 lumut’s wife
Mbok rondo dadapan : Oh you want to propose him
Ande ande lumut : I choosed yellow kleting, mom i want speak one thing honest
Mbok rondo dadapan : what is that ??
Ande ande lumut : mom ... im a prince looking for experience
Mbok rondo dadapan : what !! prince ??
Kletings : hah !! prince ??

(keterangan; kleting-kleting pingsan)
(Kletings fainted)

Narrator:
Yellow kleting be ande2 lumut’s wife, ugly face change to be beautifull princess. In fact .. yellow kleting is sekartaji princess. And ande2 lumut be the king of ramanipun kingdom. the prince and the princesses happy aver after.

GROUP 4

K4: “asssalamualaikum wr wb”

K4: “Perkenalkan nama saya Dina anibal arifah sebagai narrator, perkenalkan nama saya hamzah maulana sebagai papa white, perkenalkan nama saya baeti pertiwi sebagai mama white, perkenalkan nama saya fikrotul khusniyah sebagai bawang merah dan guard, perkenalkan nama saya eka nur safitri sebagai mama red, perkenalkan nama saya thia alfana sebagai queen, perkenalkan nama saya nabih berry sebagai bawang putih, perkenalkan nama saya say fajar sidig sebagai goldfish, perkenalkan nama saya nanang aldiansyah sebagai prince.”

S:” prince hahaha prince”

Narrator:
A long time ago, there live a couple husband and wife. They have a very beautiful daughter, the name is Bawang Putih. Her father was a seller, he like a long trip.

Papa White : “Mama, I will go to the city for a some days.”
Mama White         : “be carefull in there!”
Papa White             : “I love you all
Mama White               : ”I love you too, and be carefull, Papa!”
Narrator:

And, Papa White left them. A few days later, When Bawang Putih going to the river, Mama Red and Bawang Merah start their evil plan. Mama Red give a poison to the foods her made. And her give the poisoned food to Mama White.

Mama Red             : “Mama White, I made a food for you.”
Bawang Merah         : “Ya, Eat quickly.”
Mama White             : “Ouh... Thank you very much!”
Narrator:

Mama White carry that food to inside the house and eat it. But, she felt dizzy and faint.
Mama White             : “Help me...... Help!”
Bawang Putih          : “Mama...Mama, are you okay?”
Mama White             : “Bawang Putih...I’m sorry..I can’t keep you again..
Bawang Putih          : “Mama.... don’t leave me, Ma!”
Narrator:

Bawang Putih’s cry heard by Mama Red and Bawang Merah, them laught happily. A few days later Papa White came.
Papa White             : “Hello everybody....!! I’m home...!”
Bawang Putih          : “Papa...Mama...Mama, pa...!”
Papa White             : “Calm down... What’s wrong with Mama?”
Bawang Putih          : ”Mama has been past away.”
Narrator:

A few month ago....Papa White marry with Mama Red, and then their live together. Not long after their marry, Papa White want to go to the city again.
Papa White             : “Mama Red, I want to go city.”
Mama Red: “Okay, darling.”
Mama Red: “Putih! You must wash clothes, plate, and all of homework!”
Bawang Putih: “Y..yes, mom!”
MR and BM: “Quickly!!!”

Narrator:

Every day, Bawang Putih always abused by Mama Red and Bawang Merah. When Bawang Putih go to the river, she feel miss to her mother. Then hear a sound of a gold fish...
Gold Fish: “Help...Help me!”
Bawang Putih: “Who are you?”
Gold Fish: Can you take down this thing from my mouth?”
Bawang Putih: “Ha?? You can talk? Oh, okay..okay I will help you!”
Gold Fish: “Puah..! thank you very much,My name is Ikan Mas, what’s your name?”

Narrator:

Bawang Putih has a new best friend. One day, Bawang Merah saw Bawang Putih chatting with fish. Then she catch the fish and fried it. After that, she give the bone of Ikan Mas to the Bawang Putih.
Bawang Putih: “What are you doing to my friend?”
Bawang Merah: “Friend?? That’s fish! Are you crazy?”

Narrator: Bawang Putih make a grave for her friend. And then, a miracle happened, on the fish grave turn up a gold plant. And the news heared by the kingdom. The kingdom sent a guard to take the gold plant for medicine the Queen.
Guard: “I from the kingdom want to take the plant for Queen medicine.”
BM and MR: “Yes, take it.”
Guard: “Okay, I will take it. Ugggh... I can’tUggghh...hah..hah..It’s very hard.”
Bawang Putih: “Let me take it!”
Narrator: And, Bawang Putih can take the plant and give it to the guards. Bawang Merah and Mama Red give a angry face to Bawang Putih. 3 days later, the Queen has been recover.

Prince : “How your feeling?”
Queen : “I’m better now, I think you need go to the girl and say thank you!”
Prince : “Yes, mom. I will go there.”

(In Bawang Putih’s house)

Guard : “Excuse me!”
Bawang Putih : “Yes..”
Guard : “This is it, Prince! The girl who plant that tree.”
Prince : “Thank you. Because the plant my mother has been recover. So, I purpose to marriage you.”
Bawang Putih : “Yes, I accept.”

Bawang Putih carry to the palace to meet the queen.

Prince : “Mom, I purpose to marry her. Are you blessing us?”
Queen : “Of course, son. I blessing you.”

Narrator:

Finally, Bawang Putih and the prince live happily forever.

T: “oke terimakasih untuk hari ini dan besok dilanjutkan treatmen yang kedua dan post test yang kedua jadi hari ini masih banyak kekurangan pada post test 1 ini maka besok harus sudah siap semua latihan di rumah dan membawa authentic material masing masing sesuai dengan kebutuhan.”
Third meeting, Thursday, August 27, 2017

T : “untuk hari ini kalian latihan sebentar dan diskusi bersama kelompok masing masing dan mempersiapkan segala authentic material yang sudah kalian bawa masing-masing dan nanti setelah 15 menit diskusi akan dilanjutkan post test yang kedua yang akan di tangani oleh mbak researcher ya”

S: “baik bu”

Setelah 15 menit researcher menyuruh kelompok pertama untuk perform

Dan kelompok pertama yang maju adalah kelompok “The Lake of Color”

K1: “Assalamu’alaikum wr wb”

S: “waalaikum salam wr wb”

K1: “Perkenalkan nama saya Lutfi Miftahul Anwar sebagai narrator and old man, perkenalkan nama saya Nanang Iskandar sebagai king, perkenalkan nama saya Isniatun sebagai queen, perkenalkan nama saya Ade Irvianti sebagai people in the kingdom, perkenalkan nama saya Kemuning Mitasari sebagai goldsmith, perkenalkan nama saya miftah Ansori sebagai Princess.”

S: “whahahahahah”

K1: “ terus ini gimana bu”

S: “dialog dialog”

R: “narrator pertama baca”

S: “pada suatu ketika”

Lutfi, membawa property seadanya di dalam kelas yaitu penggaris kayu

Nanang membawa kursi dalam kelas

S: “Au, ohhhh rak modal”

R: “narratornya siapa”

(Dengan kalimat terbata bata)

Narrator:

Long ago there was a kingdom in West Java. The kingdom was ruled by king. People called their king His Majesty Prabu. Prabu was kindand wise king. But it was pity that prabu and his queen hadn’t got any children. It made the royal couple was very sad. Some old man who was respected by Prabu suggested the king to adopt a child. But Prabu and the Queen didn’t agree.
R: “jangan membelakangi penonton ya”

Old man : “Prabu, I suggest you adopt a child.”

King : “I don’t agree with your suggest!” (duduk di kursi)

Old man : “why?:

King : “Because for us, our own daughter or son is better than adopted children.

Queen : “Yes, I think so.”

Narrator: The Queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday ge begged for a child.

King : “Ohh my God. Please, give us a child

S: “serius serius”

Narrator: His dream comes true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness. Nine months later a princess was born. People sent their presents again as a gift to a little princess. This baby grew as a beautiful teenager then.

People in the Kingdom : “This is, I bring it for the beautiful baby.”( “Ini, saya bawakan untuk bayi yang cantik.”)

King : “Thank you very much..”

Narrator:

Day by day, the princess grew more beautiful. No girls couldn’t compare with her. In a few days, Princess would be 17 years old. So, people of that palace. They bought many presents for her. Their presents gift were very beautiful. Prabu collected the presents. There really many presents. Then Prabu stored them in building. Sometimes he could take them to give to his people.

People in the Kingdom: “Your majesty Prabu, this is I bring a present to your beautiful daughter.”

King : “I will accept your present. Thank you.”

Narrator: Prabu only took some gold and jewels. Then he brought them to the gold smith.

King : “Please make a beautiful necklace for my daughter.”

Goldsmith : “My pleasure, Your Majesty.”
Narrator: The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the world because he loved the princess.

Goldsmith: “This is the beautiful necklace..”

King: “Ohh…thank you.”

Narrator: The birthday came. People gathered in the palace field. When Prabu and Queen appeared, people welcomed them happily. Prabu and his wife waved to their beloved people.

King: “My beloved daughter, Please wear this necklace.

Princess: “I don’t want to accept it! It’s ugly!”

Narrator:

Then there was a miracle. Earth was crying. It made a pool of water became a big lake. The lake sank all of the kingdom.

Nowadays, the water on that lake is not as full as before. There is only a small lake now. People called the lake “Talaga Warna”. It is mean “Lake of Color”. It’s located in the peak, West Java.

R, sekarang maju kelompok yang kedua

S: bentar bu lagi siap siap

GROUP 2

K2: “Assalamu’ alai Kum wr wb”

S: “perkenalkan nama saya munana al-qudsiyah sebagai mbok rondo kleting dan mysterious voice, Perkenalkan nama saya umi shofaratin sebagai narrator, perkenalkan nama saya muashomah rahmah sebagai red kleting, perkenalkan nama saya avinia sebagai yellow kleting, perkenalkan nama saya kholifah sebagai green kleting, perkenalkan nama saya ayu nur sebagai mbok rondo dadapan, perkenalkan nama saya galang asmoro sebagai prince, perkenalkan nama saya nafis sabilillah sebagai yuyu kangkang.”

S: “hahahahaha”

Putri: “keep on watching”
Narrator:

In the country that gemah ripah loh jinawi, tata tenterem kerta raharja, there is a handsome prince. The prince is the candidate of a king who will get the kingdom position but he wants to andventure looking for himself and a beautiful girl who will be his wife. One day, the prince & his guard looking for an animal in the forest.

Prince: excuse me mom ...

Mbok rondo dadapan: walahdalah .. who are you?

Prince: im wanderer mom .. im sorry, i want to ask something, what is this village?

Mbok rondo dadapan: this is dadapan village boy ... what you want here ??

Prince: i want to wander mom .. but i lost the way, i don’t know the way

Mbok rondo dadapan: don’t you want to be my son ??

Prince: yes mom , i want

Mbok rondo dadapan: now your name is ande2 lumut

(keterangan: Pangeran bersama dengan pengawal dan mbok rondo pergi menuju rumahnya)

Narrator:

In the bright morning, mbok rondo klenting joy with her daughter. The daughter of Mbok rondo klenting is so beautiful, they are red klenting, green klenting, and her step child her name is yellow klenting. Mbok rondo klenting very love her daughter, but different with yellow klenting, she always serves by her step mother for sweep the floor, clean the house and work in the field.

Mbok rondo: my beautiful daughters, come here girls ...

Kletings: yeesss mboookkk ..

S hahahahah

Mbok rondo klenting: mbok rondo dadapan make a competition looking for a wife.

Kletings: yes i want mbok

(keterangan: kleting merah dan hijau bersama bergaya manja, centil)

(red and green kleting with their spoiled style)

Narrator

(A minute soon, yellow klenting that listen conversation between mbok rondo and kletings come to mbok rondo)

Yellow kleting: mbok .. i want to propose to be ande2’s wife

Mbok rondo kleting: come here, mbok makes up you
S hahaha di make up
Narrator:
Yellow kleting accept patienclly mbok rondo’s saying & traetments.She never complaint & always pray to Allah SWT,she hope she will get the good replied.
Misterious voice : hay ... beautifull girls ...
Yellow kleting : who is that ?
Misterious voice : don’t scare,I want to give you pusaka jimat kalimosodo.
Yellow kleting : okay thank you ..
(keterangan: Kleting kuning meninggalkan sungai dengan membawa pusaka barunya).
(yellow kletig leave the river with bring her new pusaka)

Narrator
In the famouse river,there is a yuyu kangkang that have authority of the river.red & green kleting want to go to ande2 lumut’s house,but they very confuse for passed the river.they look yuyu kangkang & ask to take them scross.

Red kleting : yuyu kangkang .. yuyu kangkang ..
Yuyu kangkang : hahaha .. what happen ladies ..
Red kleting : yuyu kangkang,may you cross is to the other side of this river?
Yuyu kangkang : yes .. but you must do something to me
Green kleting : what is that?
Yuyu kangkang : i want to kiss your hand
S hihihibh
Green kleting : isn’t other ?
Red kleting : yes we will do it,but just your hand
(keterangan: yuyu kangkang menyebrangkan kleting merah dan hijau bergantian)
Yuyu kangkang scrossing red & green kleting)
(keterangan: datanglah kleting kuning akan menyebrang)
(yellow kleting come ti side of the river)
Yuyu kangkang : hohoho .. what is that .. it’s not good smell and so ugly ..
Yellow kleting : he is yuyu kangkang ... yuyu kangkang come here,help me please ..
Yuyu kangkang : hahaha ... i don’t want .. because you are so ugly ..
Yellow kleting : you are wicked yuyu kangkang
(keterangan: Kleting kuning mengeluarkan lidi)
(Yellow kleting show out her palm leaf rib)
Yellow kleting : okay .. if that you want.i will make this river dry
Narrator:
Sudenly the river dry & yuyu kangkang go away.so that kleting kuning can cross to ande2 lumut’s house
Narrator:
In dadapan village, mbok rondo have been sweeping the floor, in the house there is ande2 lumut have been finishing read the Quran from mosque.
(keterangan: Mbok rondo sedang menyapu halaman rumah, tiba-tiba datang rombongan gadis-gadis cantik, kleting merah, biru, kuning dan hijau) (mbok rondo sweeping the garden, suddenly come beautiful girls, red, blue and green, yellow kleting)

Kletings: assalamualaikum
Mbok rondo dadapan: waalaikumsalam .. who are you ??
Red kleting: im mom .. red kleting
Green kleting: im green kleting mom
Mbok rondo dadapan: what happen beautifull girls ...
Kletings: we want to propose to be ande2 lumut’s wife
Mbok rondo dadapan: oh you want to propose him ...
Ande ande lumut: I choosed yellow kleting, mom i want speak one thing honest
Mbok rondo dadapan: what is that ??
Ande ande lumut: mom ... im a prince looking for experience
Mbok rondo dadapan: what !! prince ??
Kletings: hah !!! prince ??
(keterangan; kleting - kleting pingsan) (Kletings fainted)

Narrator:
Yellow kleting be ande2 lumut’s wife, ugly face change to be beautifull princess. In fact.. yellow kleting is sekartaji princess. And ande2 lumut be the king of ramanipun kingdom. the prince and the princess happy aver after.

K2: “Sekian dari kami, terima kasih wasalamu’alaikum wr wb”
S: “wa’alaikumsalam wr wb.”

GROUP 3
K3: “Assalamu’alaikum wr wb”
K3: “Disini kami akan memerankan drama tentang Bawang Merah Bawang Putih”
S: “Perkenalkan nama saya Dina anibal arifah sebagai narrator, perkenalkan nama saya fikrothul khusniyah sebagai bawang merah dan guard, perkenalkan nama saya baeti pertiwi sebagai mama white, perkenalkan nama saya thia alfana sebagai queen, , perkenalkan nama saya eka nur safitri sebagai mama red, perkenalkan nama saya
A long time ago, there live a couple husband and wife. They have a very beautiful daughter, the name is Bawang Putih. Her father was a seller, he like a long trip.

Papa White : “Mama, I will go to the city for a some days.”
Mama White : “be carefull in there!”
Papa White : “I love you all
Mama White : ”I love you too, and be carefull, Papa!”

And, Papa White left them. A few days later, When Bawang Putih going to the river, Mama Red and Bawang Merah start their evil plan.

Mama Red : “Mama White, I made a food for you.”
Bawang Merah : “Ya, Eat quickly.”
Mama White : “Ouh... Thank you very much!”

Mama White carry that food to inside the house and eat it. But, she felt dizzy and faint.

Mama White : “Help me...... Help!”
Bawang Putih : “Mama...Mama, are you okay?”
Mama White : “Bawang Putih..I’m sorry..I can’t keep you again..
Bawang Putih : “Mama.... don’t leave me, Ma!”

S hahahahahah
Narrator:
Bawang Putih’s cry heard by Mama Red and Bawang Merah, them laught happily. A few days later Papa White came.

Papa White : “Hello everybody....!! I’m home...!”
Bawang Putih : “Papa...Mama...Mama, pa...!”
Papa White : “Calm down... What’s wrong with Mama?”
Bawang Putih : ”Mama has been past away..”

Narrator:

A few month ago....Papa White marry with Mama Red, and then their live together. Not long after their marry, Papa White want to go to the city again.

Papa White : “Mama Red, I want to go city..”
Mama Red : “Okay, darling.”
Mama Red : “Putih! You must wash clothes, plate, and all of homework!”
Bawang Putih : “Y..yes, mom!”
MR and BM : “Quickly!!!”

Narrator:

Every day, Bawang Putih always abused by Mama Red and Bawang Merah. When Bawang Putih go to the river, she feel miss to her mother. Then hear a sound of a gold fish...

Gold Fish : “Help...Help me!”
Bawang Putih : “Who are you?”
Gold Fish : Can you take down this thing from my mouth?”
Bawang Putih : “Ha?? You can talk? Oh, okay..okay I will help you!”
Gold Fish : “Puah..! thank you very much,My name is Ikan Mas, what’s your name?”
Bawang Putih : “Bb..bb..Bawang Putih.”

Narrator:

Bawang Putih has a new best friend. One day, Bawang Merah saw Bawang Putih chatting with fish. Then she catch the fish and fried it. After that, she give the bone of Ikan Mas to the Bawang Putih.

Bawang Putih : “What are you doing to my friend?”
Bawang Merah : “Friend?? That’s fish! Are you crazy?”

Narrator: Bawang Putih make a grave for her friend. And then, a miracle happened, on the fish grave turn up a gold plant. And the news heared by the kingdom. The kingdom sent a guard to take the gold plant for medicine the Queen.

Guard : “I from the kingdom want to take the plant for Queen medicine.”

BM and MR : “Yes, take it.”

Guard : “Okay, I will take it. Ugggh... I can’t Ugggh... hah.. hah.. It’s very hard.”

Bawang Putih : “Let me take it!”

Narrator: And, Bawang Putih can take the plant and give it to the guards. Bawang Merah and Mama Red give a angry face to Bawang Putih. 3 days later, the Queen has been recover.

Prince : “How your feeling?”

Queen : “I’m better now, I think you need go to the girl and say thank you!”

Prince : “Yes, mom. I will go there.”

(In Bawang Putih’s house)

Guard : “Excuse me!”

Bawang Putih : “Yes..

Guard : “This is it, Prince! The girl who plant that tree.”

Prince : “Thank you. Because the plant my mother has been recover. So, I purpose to marriage you.”

Bawang Putih : “Yes, I accept.”

Bawang Putih carry to the palace to meet the queen.

Prince : “Mom, I purpose to marry her. Are you blessing us?”

Queen : “Of course, son. I blessing you.”

Narrator:

Finally, Bawang Putih and the prince live happily forever.

GROUP 4
ADEGAN 1

K4: “perkenalkan nama saya Deni Darmawan sebagai malin, perkenalkan nama saya Rina Yuliana sebagai mother, perkenalkan saya nasyatul aisyi yang bertindak sebagai narrator and guard, perkenalkan nama saya Septi Linasari saya sebagai Miska (Malin’s wife), perkenalkan nama saya Nurul Afifah sebagai jaka, perkenalkan nama saya Rini Yuliani sebagai Merchant, perkenalkan nama saya fisilmi sebagai Rani (Malin’s sister).”

Narrator: Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, MalinKundang. MalinKundang’s father had passed away when he was a baby, and he had to live hard with his mother.

Malin: “Mother, I want to go sailing overseas.....”

S hahahahha

Mother: “No, Malin, mom won’t let you”

Rani: “What have you said already Malin?”

Malin: “Sist, Mother, if I stay here, I’ll always be a poor man”

Mother: “If you really want to go, I can’t stop you.”

ADEGAN 2

Narrator:

Malin went to Jaka’s home and meet him. He told everything to Jaka and asked Jaka to help him take care His sister and mother while he went sailing.

Malin: Jaka I wanna ask your help

Jaka: What’s up Malin?

Malin: I wanna go sailing overseas tomorrow.. I want you to take care of my mother and sister..

Jaka: Well Malin, if that’s your decision..

ADEGAN 3

One day the merchant’s daughter came to the work place to look for her father.

Miska: my dad, do you remember next week?

Merchant: oh I remember.. It’s your birthday.. isn’t it?
Miska : Yes dad..
Merchant : oke we will make a birthday party for you..
Miska : oh really .. thank you so much my dad.

ADEGAN 4
Miska often came to her father’s work place. And in her birthday party, Miska invited Malin to come to her party.

Malin : Happy Birthday Miska! Will you marry me?
Miska : Oh Malin.. Why not? I love you too
Narrator : Many years later, MalinKundang became a wealthy merchant.
Mother : “Malin, you’re back, son!”
Malin : “who are you?
Sister : Malin, What do you mean?. She is Our mother
Wife : “No! Guard, take this old women out of here,”
Guard : I’m sorryMom! You have to go out of here! Go! Go!
Mother : Malin… I’m your mother ……. 
Malin : go way !you are not my mother…

Mother : malin.I cursed you, you better be a stone!)
Malin : mom…. I’m sorry !!
Mother : you’re late son
Rini trus koe ndodok
Malin: mmotheeeerrrrrrr……..
Fourth meeting, Sunday, July 30, 2017

When the researcher came in the class, some of students just talked each other and the others did not want to come in the class.

R: “let’s come to the class guys”
S: “ mau ngapain sih bu kemarin kan udah selesai drama”
R: “ I want to give you a questioner to know you difficulties in playing drama then I want to say good bye to you hehe”.
S:“ ah jangan,kurang lama bu masa ngajarnya sebentar”
R:“ok now please come in to the class”.
S:“ ok bu, bentar mau minum dulu”
After all of students come in to the class the researcher allotted the questioner.
S:“ ini gimana miss”
R:“ you must give a checklist according to your feeling and you must answer honestly, don’t forget to give your name, do you understand?”
S:“ oh gitu, iyaiya understand”.

Then after they had been finished to answer the questioner, they collected it to the researcher.
R: “Are you finished all the questions guys?”
S: “Iya miss”
R: “Ok, now I want to share about my opinion to this class. I think you have learned better than before because your score was improved then I want to evaluate about your drama. I think some of you have excellent gesture, stress, intonation and confident but the almost of you have some fault on pronunciation for example when Rina or Rini said mother she said moder not mader so you must learn again about pronunciation then I want to say sorry if I have some mistakes to you and I want to say thanks to you who want to help me to do my thesis thank you so much
S:’ Iya miss makasih miss
R:”terima kasih semua assalamu’alaikum wr wb.
S:”wa’alakumsalam wr.wb
After that they take picture together.
APPENDIX 6

QUESTIONER
The Instrument of the Study

**QUESTIONER**

Nama: Ade rivianu

Isilah questioner di bawah ini dengan memberi tanda checklist (✓) di kolom yang tersedia.

| No | Pertanyaan                                                                 | Ya | Tidak |
|----|                                                                          |    |       |
| 1  | Apakah kamu menyukai pelajaran bahasa Inggris                            | ✓  |       |
| 2  | Apakah kamu merasa kesulitan dalam berbicara bahasa Inggris              | ✓  |       |
| 3  | Apakah kamu merasa kesulitan dalam melakukan pelafalan                  | ✓  |       |
|    | (pengucapan) bahasa Inggris                                              |    |       |
| 4  | Apakah kamu kesulitan untuk berbicara secara lantang/ keras di depan kelas | ✓  |       |
| 5  | Apakah kamu merasa kesulitan dalam bergaya atau berakting dalam drama   | ✓  |       |
|    | yang kamu mainkan                                                        |    |       |
| 6  | Apakah kamu merasa kesulitan saat menghafalkan naskah drama             | ✓  |       |
| 7  | Apakah kamu merasa gugup saat berbicara di depan kelas                  | ✓  |       |
| 8  | Apakah kamu merasa senang saat mampu berbicara bahasa Inggris dalam     | ✓  |       |
|    | drama yang kamu mainkan                                                  |    |       |
| 9  | Apakah kamu menyukai cerita rakyat lokal                                | ✓  |       |
| 10 | Apakah kamu merasa kesulitan dalam memahami makna cerita dalam drama    | ✓  |       |
| 11 | Apakah kamu senang dalam bekerja sama dengan temanmu saat bermain drama  | ✓  |       |
| 12 | Apakah bermain drama menjadi pengalaman yang baik bagimu                 | ✓  |       |
| 13 | Apakah kamu merasa kepercayaan dirimu bertambah ketika sudah             | ✓  |       |
|    | melakukan latihan drama beberapa kali                                    |    |       |
| 14 | Apakah kamu memahami nilai moral yang ada dalam cerita drama yang       | ✓  |       |
|    | kamu mainkan                                                             |    |       |
| 15 | Apakah kamu merasa kemampuan berbicara bahasa Inggrismu                  | ✓  |       |
|    | meningkat setelah melakukan latihan drama                                |    |       |

**TOTAL**

13  2
The Instrument of the Study

QUESTIONER

Nama: Avinia Putri

XII (PA.1)

Isilah questioner di bawah ini dengan memberi tanda checklist (✓) di kolom yang tersedia.

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<td>3.</td>
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<td>Apakah kamu merasa kesulitan dalam bergaya atau berakting dalam drama yang kamu mainkan</td>
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<td>6.</td>
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<td>7.</td>
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**TOTAL** 10 5
The Instrument of the Study

Nama: Ayu Nur Abisa

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**TOTAL:** 12 ✓
The Instrument of the Study

QUESTIONER

Nama: Batik Persuji

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TOTAL: 15
The Instrument of the Study

QUESTIONER

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TOTAL: 12 / 20
The Instrument of the Study

**QUESTIONER**

Nama: Eko Ario Satria

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**TOTAL**: 11
The Instrument of the Study

**QUESTIONER**

Nama: Fina Damayanti

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The Instrument of the Study

QUESTIONER

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NAME: [Redacted]

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The Instrument of the Study

**NAME:** Galang, Asmoro

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The Instrument of the Study

**QUESTIONER**

Nama: Hendri Maulana.

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**TOTAL**
# The Instrument of the Study

**QUESTIONER**

Nama: [Nama]

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**TOTAL** | 13 | 2 |
The Instrument of the Study

QUESTIONER

 sesso Nama: Kemuning Mutiarini

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TOTAL: 13 2
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**QUESTIONER**

Nama: Kiki

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The Instrument of the Study

**QUESTIONER**

Nama: Mulshomah Rahmaniyyah

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The Instrument of the Study

**QUESTIONER**

Nama: Muhammad Nafis Sembilin

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The Instrument of the Study

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**TOTAL**: 11 4
The Instrument of the Study

**QUESTIONER**

Nama: M. DANI DARMAWAN

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XX BERRY
Nama: Narang Isfandar

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The Instrument of the Study

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Nama: Nasya'ul Afifii

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**QUESTIONER**

Nama: *Nurul Anisah*

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[Nurul Anisah]
**The Instrument of the Study**

**QUESTIONER**

Nama: Lidya Yullana

**Apakah kamu menyukai pelajaran bahasa inggris?**
- Ya ✓

**Apakah kamu merasa kesulitan dalam berbicara bahasa inggris?**
- Ya √

**Apakah kamu merasa kesulitan dalam melakukan pelafalan (pengucapan) bahasa inggris?**
- Ya ✓

**Apakah kamu kesulitan untuk berbicara secara lantang/ keras di depan kelas?**
- Ya ✓

**Apakah kamu merasa kesulitan dalam bergaya atau berakting dalam drama yang kamu mainkan?**
- Ya ✓

**Apakah kamu merasa kesulitan saat menghafalkan naskah drama?**
- Ya ✓

**Apakah kamu merasa gugup saat berbicara di depan kelas?**
- Ya ✓

**Apakah kamu merasa senang saat mampu berbicara bahasa inggris dalam drama yang kamu mainkan?**
- Ya ✓

**Apakah kamu menyukai cerita rakyat lokal?**
- Ya ✓

**Apakah kamu merasa kesulitan dalam memahami makna cerita dalam drama?**
- Ya ✓

**Apakah kamu senang dalam bekerja sama dengan temanmu saat bermain drama?**
- Ya ✓

**Apakah bermain drama menjadi pengalaman yang baik bagimu?**
- Ya ✓

**Apakah kamu merasa kepercayaan dirimu bertambah ketika sudah melakukan latihan drama beberapa kali?**
- Ya ✓

**Apakah kamu memahami nilai moral yang ada dalam cerita drama yang kamu mainkan?**
- Ya ✓

**Apakah kamu merasa kemampuan berbicara bahasa inggrismu meningkat setelah melakukan latihan drama?**
- Ya ✓

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The Instrument of the Study

**QUESTIONER**

Nama: [Nama]

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[3]
The Instrument of the Study

**QUESTIONER**

Nama: Suy Fajar S

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QUESTIONER

Nama: Septi Liana Fetri

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The Instrument of the Study

**QUESTIONER**

Nama: Thiya Alyana (XII IPA 1).

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**QUESTIONER**

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APPENDIX 7

LETTER OF PERMIT OF OBSERVATION
SURAT KETERANGAN PENELITIAN
Nomor : E.IV/k/MA/B.1554/NU.03/033/E.23/VIII/17

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah NU 03 Sunan Katong Kaliwungu menerangkan bahwa:

Nama: DEWI ESI FATMAWATI
NIM: 113-13-106
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas / Jurusan: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris (TBI)


Demikian surat keterangan ini dibuat untuk menjadikan periksa adanya.

Kaliwungu, 10 Agustus 2017
Kepala Madrasah

SIRHADI, SPdI.
APPENDIX 8

LIST OF GRADUATING PAPER

CONSULTATION
**LEMBAR KONSULTASI SKRIPSI**

<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMbing</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 Maret 2019</td>
<td>Pengajuan Judul Skripsi dan Proposal dari bidang 1-3</td>
<td>Buku buku dari pengajuan &quot;The implementation Murjati&quot;.</td>
<td>✔️</td>
</tr>
<tr>
<td>2</td>
<td>4 April 2019</td>
<td>Pengajuan Judul dan Resensi Proposal bidang 1-3 yang baik</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>3</td>
<td>20 April 2019</td>
<td>Penyegaran Lembabu bidang 1-3</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>4</td>
<td>25 April 2019</td>
<td>Penyegaran Lembabu bidang 1-3</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>5</td>
<td>16 Juni 2019</td>
<td>Penyegaran transaksi informasi pertama pendidikan, teknik, dan isu.</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>6</td>
<td>13 Juli 2019</td>
<td>Penyegaran RPP 1 SDISGIS</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>7</td>
<td>4 Agustus 2019</td>
<td>Penyegaran transaksi kegiatan pendidikan &amp; laboratorium bidang 4 cycle 2</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>8</td>
<td>10 Agustus 2019</td>
<td>Penyegaran bab 4</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>9</td>
<td>24 Agustus 2019</td>
<td>Penyegaran bab 4 &amp; 5</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
<tr>
<td>10</td>
<td>1 September 2019</td>
<td>Penyegaran Seluruh Skripsi &amp; east lan</td>
<td>Bab 1-3 tentang pendidikan</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**ATATAN:**
ETAP KONSULTASI LEMBAR INI HARUS DIBAWA

**Dosen Pembimbing:**

[Signature]
APPENDIX 9

DOCUMENTATION AND CURRICULUM VITAE
DELIVERING MATERIAL

GIVING PRE-TEST
DISCUSSION WITH THE GROUPS (TREATMENT)

POST TEST 1
THE LAKE OF COLOR
MALIN KUNDANG
ANDE ANDE LUMUT

BAWANG MERAH BAWANG PUTIH
POST TEST 2

THE LAKE OF COLOR
ANDE ANDE LUMUT
BAWANG MERAH BAWANG PUTIH
CURRICULUM VITAE

Personal Details:

Name : Dewi Esti Fatmawati

Place and date birth : Kab. Kendal, October 10th, 1995

Address : Ds. Margosari, RT 03 RW 03, Kec. Patebon, Kab. Kendal

Phone : 08990117389

Educational Background:

1. TK Tri Guna Margosari
2. SD N 2 Margosari
3. SMP N 2 Patebon
4. SMA N 1 PEGANDON