



**THE USE OF MYSTERY THEATRE GAME  
TO IMPROVE STUDENTS' SPEAKING SKILL**

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATERA  
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2018**

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Menyatakan dengan sebenarnya skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

Demikian surat ini saya perbuat dengan sebenarnya.

Medan, 9 Juli 2018

Yang membuat pernyataan

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Medan, 9 Juli 2018

The Researcher



## ABSTRACT

**Ayu Rizki Lestari. 34141034. *The Use of Mystery Theatre Game to Improve Students' Speaking Skill*. A Thesis. English Department, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2018.**

This research was conducted to find out of the improvement of students' speaking skill by using mystery theatre game. The population of this study was the grade XI Science of Privat Islamic Senior High School Amaliyah Sunggal. This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by quantitative data and qualitative data. The quantitative data were taken from the mean of students' score in taking test. The qualitative data were taken from interview, observation sheet, diary note and photographs. The result indicated that there was an improvement on students' speaking skill by using mystery theatre game. It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 50 and the highest one was 75; the students' score in post-test I, the lowest score was 60 and the highest one was 80; the students' score in post-test II, the lowest score was 70 and the highest one was 90. In the pre-test, there were 5.71% (2 of 35 students) who got score  $\geq 75$ . In the post-test I, there were 28.57% (20 of 35 students) who got score  $\geq 75$ . In the post-test II, there were 74.28% (26 of 35 students) who got score  $\geq 75$ . the coefficient of t-observation = 17.09. It means that there was improvement scores from pre-test to post-test I were 22.86%. The improvement scores from post-test I to post-test II were 45.71%. and from the pre-test to post-test II were 68.57%. Based on the data, it was concluded that students' speaking skill can improve by using mystery theatre game.

**Keywords:** Mystery Theatre Game and Speaking Skill

## TABLE OF CONTENT

<b>Approval Page</b> .....	<b>i</b>
<b>Validation Page</b> .....	<b>ii</b>
<b>Statement Page</b> .....	<b>iii</b>
<b>Acknowledgment</b> .....	<b>vi</b>
<b>Abstract</b> .....	<b>vii</b>
<b>Table of Content</b> .....	<b>ix</b>
<b>List of Table</b> .....	<b>x</b>
<b>List of Figure</b> .....	<b>xi</b>
<b>List of Appendices</b> .....	<b>xii</b>
<b>CHAPTER I. INTRODUCTION</b> .....	<b>1</b>
A. The Background of the Study .....	1
B. The Identification of the Study .....	3
C. The Limitation of the Study .....	3
D. The Research Question .....	4
E. The Objective of the Study .....	4
F. The Significance of the Study .....	4
<b>CHAPTER II. REVIEW OF THE LITERATURE</b> .....	<b>5</b>
A. Theoretical Framework .....	5
1. Speaking Skill .....	5
2. Mystery Theater Game .....	9
a. Definition .....	9
b. Principle .....	12

c. Design.....	13
d. Procedure.....	15
e. Advantages and Disadvantages.....	15
B. Relevant Study .....	16
C. Conceptual Framework .....	17
D. Actional Hypothesis .....	18
<b>CHAPTER III. METHODOLOGY OF RESEARCH.....</b>	<b>19</b>
A. Research Setting.....	19
B. Data and Data Source.....	19
C. Research Method.....	19
D. Technique of Collecting Data .....	22
E. Technique of Analyzing Data .....	28
F. Establishing Trustworthiness of Study .....	30
<b>CHAPTER IV. RESEARCH FINDING AND DISCUSSION .....</b>	<b>31</b>
A. Research Finding.....	31
B. Discussion .....	40
<b>CHAPTER V. CONCLUSION AND SUGGESTION .....</b>	<b>42</b>
A. Conclusion .....	42
B. Suggestion.....	43
<b>REFERENCES.....</b>	<b>44</b>
<b>APPENDIXES .....</b>	<b>46</b>

**LIST OF TABLES**

No	Title	Page
3.1	Latice Work of the Speaking Test .....	23
3.2	Proficiency Description .....	23
3.3	Weighting Table.....	27
4.1	Students' Speaking Pre-Test Score.....	32
4.2	Students' Speaking Post-Test I Score.....	36
4.3	Students' Speaking Post-Test II Score .....	41

**LIST OF FIGURE**

Figure	Title	Page
1.	Cycle of Classroom Action Research .....	20

**LIST OF APPENDICES**

Appendix	Title	Page
1	Lesson Plan	46
2	Speaking Test	59
3	Speaking Test Script	62
4	The Statistic Analysis of the Students' score Pre-Test and Post-Test I	68
5	The Statistic Analysis of the Students' score Post-Test I and Post-Test II	71
6	Nilai-Nilai Signifikansi	80
7	Interview Script	82
8	Observation Sheet	88
9	Diary Notes	94
10	Documentation	97

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Speaking is the verbal use of language to communicate with other<sup>1</sup>. As one of aspect of communication speaking is very important. This skill belongs to the productive that delivering the idea or information in spoken language. Speaking includes some components. They are: pronunciation, grammar, fluency, vocabulary and comprehension which influence the process of transferring certain information to the listener. Speaking focuses not only in producing the voice but also delivering the meaning to the others. It needs certain way to invite the students to speak based on the certain context.

The objective of teaching speaking skill In the second year of senior high school (11<sup>th</sup> grade) is the students are expected to be able to speak and to communicate in English in daily life, both in spoken and written. Learners should be able to make themselves understood, using they current proficiency to the fullest.

Speaking skill is required to achieve the minimum passing grade, express the idea, increase self efidence, and improve the knowledge. Speaking skill is needed to communicate effectively, to convey the message in a thoughtful, and convincing manner and also help to assure that one won't be misunderstood by those who are listening.

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<sup>1</sup>Fulcher, (2003), *Testing language Second Language Speaking*, Sydney: Longman, p.79.

Improving students' speaking skill as the foreign language in the classroom is not easy because the students do not use their English in their daily activities. The students usually learn English 2- 3 periods a week. So that, the teacher needs to facilitate their students to be active in practice speaking English as much as possible in the class and it must be useful for them.

In reality, the student in the schools showed that every student has their own potential and ability. As a teacher we should not equate the students' abilities, and should pay attention to the students so that teacher know the right way or method to deliver the material. there are still many students who are less able to speak in English.

From the phenomena when the researcher was teaching speaking to the second year of senior high school (11<sup>th</sup> grade), the researcher found there are some problems faced by such students, lack of understanding about English language, lack of vocabulary, less of support from the environment especially from the school to always speak English language in English class, lack of instructional media and learning strategies that are monotonous.

To solve the problem, the researcher uses different strategy in teaching speaking. Strategy is a way to achieve a goal. It can influence the result of the learning. There are several kinds of strategy in teaching speaking skill, they are: (1) time token strategy, (2) pictures strategy, (3) true or false storytelling strategy, (4) mystery theatre game.

Teaching by using mystery theatre game would make some improvements, the students' speaking skill would be better because in the teaching by using mystery theatre game uses the student's ability to speech. And this game was a



fun game, because we saw some presentation from each group that they will show their group in some character. The purpose of teaching activity by using mystery theatre game is the students centered learning.

Therefore, based on the description above, the researcher is interested to conduct a research entitled “**The Use of Mystery Theatre Game to Improve Students’ Speaking Skill**”.

### **B. The Identification of the Study**

There are two factors influencing the students’ speaking skill, internal factors and external factors. The internal factors: the students are afraid of making mistakes, less of vocabulary, difficult to pronounce and etc. The external factors: less of support from the environment and the use of inappropriate techniques used by the teacher in teaching including games. Many factors can influence the students’ speaking skill, therefore the researcher would like to limit.

### **C. The Limitation of the Study**

Many factors can influence the students’ speaking skills. From those factors, game is regarded to give a strong effect on the speaking skill. Because game can make the students easy to speak. Through game, the students’ brain to be more relaxed in speaking. Relaxation can activate the students’ long term memory and the students enjoy their learning. There are many kinds of game in teaching speaking, such as mime game, guessing game, board game and mystery theatre game.

In this research, the researcher used mystery theatre game because in this game the students use many conversation. So the researcher limits only on the mystery theatre game in teaching speaking.

#### **D. The Research Question**

Based on the limitation of the study above, the research question is how can mystery theatre game improve the students' speaking skill?

#### **E. The Objective of the Study**

Based on the research question above, the objective of the study is to prove whether mystery theatre game can improve the students' speaking skill.

#### **F. The Significance of the Study**

Theoretically, the result of this research is useful to enrich the theory of teaching English speaking. Practically, the result of this research is useful for the principal of the school in order to provide a better facilities to make an instructional concept especially in English subject that can be used by the teacher. For the researcher who will become an English teacher, the result can be used to teaching speaking by using mystery theatre game. For the headmaster as an input to improve the quality of the English teacher in teaching English speaking. For the students, as a suggestion to build up their skill in speaking and for other researcher, who want to do further researcher on the same topic.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. Theoretical Framework

There are two kinds of theories that will be described in this chapter: speaking skill theory and mystery theatre game theory.

#### 1. Speaking Skill

Speaking is an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers<sup>2</sup>. As an interaction process, speaking enables a person to verbalize thoughts and ideas. People speak because of some reasons such as: asking and telling information, debating, argumentation, expressing feeling, emotion, and desires. Speaking also one of the most important skills to master in a language.

Speaking is fundamentally an instrumental act<sup>3</sup>. Speakers talk to have the effect or feed back from their listeners. Speaking involves the interaction with one or more participants. In interaction, it is not only verbal communication but also paralinguistic elements of speech.

Speaking is also explained in the Qur'an that is in Q.S Ar-Rahman: 2-3

حَلَقَ الْإِنْسَانَ ﴿١﴾ عَلَّمَهُ الْبَيَانَ ﴿٢﴾

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<sup>2</sup>Greene,S, *Communicating Naturally in s Second Language*, New York: Cambridge University, p. 91.

<sup>3</sup>Clark, (1997), *Psychology and Language*, New York: Harcourt Bath, p. 25.

The meaning : (3) Created man, (4) (And) he has taught him (an eloquent) speech<sup>4</sup>.

Based on piece of verse from the Qur'an above says that Allah SWT who created man and taught the humans are good in talking. This means, our ability in speaking is comes from Allah SWT, we as human can only honing our potential.

In the Oxford's Pocket Dictionary, Bull (2008) defines speak as: (1) talk to somebody about something, (2) be able to use a language, (3) make a speech, (4) say or state something<sup>5</sup>. Speaking as a basic of person skill to produce language that has meaning and be understood by another people. As a productive skill in the oral mode. It is like the other skills, is more complete than more just pronouncing words. In speaking, there is a process of communication, which conveys message from a speaker to a listener. A speaker has to encode the message from a speaker to a listener. Then, a speaker has to encode the message and a listener has to decode or interpret the message which contains information. Encoding is the process of conveying the message of information to listener while decoding is the process of receiving information given by the speaker.

In speaking to others, people should use the good words and the message that is conveyed. Because every single word that we produce whether it is truth or falsehood, that is a reflection from ourselves. As a Moslem, we have to speak using the good words and right. Allah SWT said in QS. An-Nisa':164

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<sup>4</sup>*Al-Qur'an Terjemahan dan Asbabun Nuzul*, Surakarta: PT. Indiva Media Kreasi, Surah Ar-Rahman. p. 531.

<sup>5</sup> Victoria Bull, (2008), *Oxford Learner's Pocket Dictionary*, United Kingdom: Oxford University Press, p. 426.

وَرُسُلًا قَدْ قَصَصْنَاهُمْ عَلَيْكَ مِنْ قَبْلُ وَرُسُلًا لَمْ نَقْصُصْهُمْ عَلَيْكَ ۚ وَكَلَّمَ اللَّهُ مُوسَىٰ

تَكْلِيمًا ﴿٧٤﴾

The meaning : “And messengers we have menti oned to you before, and messengers we have not mentioned to you and to Musa Allah spoke directly”.

And Allah SWT said in QS. Al-Ahzab : 70

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٥﴾

Its mean: “O you believe! Fear Allah, and (always) say a good word directed to the right”<sup>6</sup>.

From Abu Huraira that the Prophet of Muhammad SAW said:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

Its mean: “Those who believe with Allah and the last day good or let him be silent”. (Al-Bukhari and Moslem)<sup>7</sup>.

In saying or speaking, we should speak with good and right words as Allah said in Al-Ahzab verse 70 and the Sunnah of the prophet above. The words can be goodness, badness or one of them. As a human we have to choose the good words that come from our mouth. If we cannot say the right words then we should be silent. So we can not get the sin.

<sup>6</sup>Al-Qur’an, op. cit, p. 427.

<sup>7</sup>[Athirah Mustajab](https://muslimah.or.id/5118-bicara-baik-atau-diam.html), (2014) Bicara Baik atau Diam accessed on March 14, 2018 at 20:45pm <https://muslimah.or.id/5118-bicara-baik-atau-diam.html>

Speaking skill can be interpreted as a skill to express ideas, thoughts and feelings through spoken by paying attention to English functions that include the pronunciation, vocabulary, grammar, fluency and comprehension<sup>8</sup>.

(1) pronunciation; a distinctive mode of pronunciation of a language, especially one associated with a particular nation, locality, or social class. In pronunciation there are sound, stress, pitch and intonation. Sounds (phonem) are representative by a phonetic symbols. By changing one sound, we can change the word and its meaning. Stress is where emphasis is placed in words and sentence. Pitch describe the level at which you speak, and intonation is often described as the music of speech<sup>9</sup>. (2) Vocabulary; a language is based on its vocabulary. Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that vocabulary is one key to the success in communicative, which is the power of words. Since words communicate ideas, precise words communicate idea precisely. It means that the larger one's vocabulary, the less risk of misunderstanding. For example: (a) This letter is for you, (b) I'm sorry for coming late. The word 'for' actually has several meanings but since we only knew that it means 'untuk', we can not understand the sentences while in this case, 'for' means 'karena'. (3) Grammar; grammar is needed for the students to arrange correct sentences in conversation both in written and spoken forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. The

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<sup>8</sup>Didik Santoso, (2008), *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar terhadap Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, p. 28.

<sup>9</sup> Jeremy Harmer, (1998), *How to Teach English*, England: Longman pp. 50-51.

function of grammar is to arrange the correct meaning of sentence based on the context. It used to avoid misunderstanding in each communicator. Grammar tells us which expression are correct<sup>10</sup>. (4) Fluency; fluency is the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. A fluent speaker can keep going, both when interact with other speakers and when monologue. (5) Comprehension; comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information. Comprehension function is to make the listeners easily to catch the information from the speaker. It also the act of understanding; understanding means the recognition of a general rule or principle or pattern.

It can be concluded that speaking is the interactional process to express the idea, thought and feeling between speaker and listener.

## **2. Mystery Theatre Game**

### **a. Definition**

Game is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others<sup>11</sup>. Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many students to sustain their interest and work. In using the game the teacher must be careful, because not

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<sup>10</sup> Gerald P. Delahunty and James J. Garvey, (2010), *The English Language from Sound to Sense*, Parlor Press, p. 12.

<sup>11</sup> Wrigth, A, Batteridge, D. And Buckby, M, (2006) *Games for Language Learning Third Edition*, Cambridge: Cambridge University Press, p.1.

all games can be used in the learning process. We have to choose the right game to do in learning process such as mystery theatre game that the researcher use in this research to improve the students' speaking skill.

Mystery theatre game, the name of this game consist of three words: mystery, theatre and game. According to Oxford learner's pocket dictionary, Bull (2008)<sup>12</sup>. Mystery is something that cannot be understood and explained. But in this case, mystery it does not mean like the dictionary, but mystery here is asking the students to do something that the students never done before. Theatre is all about trying to recreate<sup>13</sup>. Theatre or drama is about role playing. In theatre or drama someone is required to play in a role. And game is the media from the teacher to make an active class.

Mystery theatre is the act that using imagination to become someone or something other than yourself. It can take one any place to any period of time. Mystery theatre based on internal emphaty and identification, and leads to external impersonation. Mystery theatre also characterized by a high degree of spontaineity as teacher and students work to create a fictional word in which they assume roles to explore issues that are of concernto them<sup>14</sup>.

The essential of mystery theatre are liberates the students from the confines of the conventional classroom environment, structure and gives the student the opportunity to draw on their own experiences and imagination, in creating the

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<sup>12</sup>Ibid, p. 290.

<sup>13</sup> Danny Briere and Pat Hurley, (2009), *Home Theatre for Dummies*, Wiley Publising, Inc. p. 9.

<sup>14</sup>Mandie M Moore, (2004), Using Drama as an Effective Method to teach Elementary Students, *International Journal*, pp.5-7.



material on which part of the language class is based. These activities draw on the natural ability of every person to imitate, mimic and express him or herself physically. They are dramatic because they arouse interest by drawing on the unpredictable emotional power generated when emotional memory is triggered by a stimulus and when a person brought together with others<sup>15</sup>.

Mystery theatre game uses the student's ability to speech, invite them to be more active in speaking and also they will enrich their vocabulary and they will have self confidence. This game seems like a Role-Play strategy that need the students centered learning. According to Gower et-al, "A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context"<sup>16</sup>. By using role play in English teaching, the students learn in imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real situation so the students know the functions of English in real life.

From the definition above, game is the activity to interact the students attention. Mystery theatre game is the game that use the imagination in creating the material to imitate, mimic and express him or herself physically. This game

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<sup>15</sup>Tomgodfrey, (2010), Drama in English Language Teaching: A Whole-Person Learning Approach, accessed on April 4, 2018 at 12.59 am (<https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-reaching-a-whole-person-learning-approach/>)

<sup>16</sup> Roger Gower, et-al,(2005), *Teaching Practice: A Handbook for Teachers in Training*, Oxford: Macmillan Education, p. 105.

like a role play that need the students' participation in acting out for a conversation.

### **b. Principle**

Mystery theatre game is inspired by the theory of cooperative learning. This concept stresses the ensemble like nature of the classroom and emphasize cooperation. Students share information and help, and achieve their learning goals as a group<sup>17</sup>. Cooperative learning requires to work together in small groups to support each other to improve their own learning and that of others<sup>18</sup>. Cooperative learningis need the students' activeness in learning process. Usually the cooperation is done in mastering the subject that was given by the teacher.

The goal of cooperative learning are: (1) to improve and build the students' academis achievement, (2) be open to the religious (plurality), (3) to develop the students' social attitudes and skill<sup>19</sup>.

There are five elements of cooperative learning such as: (1) positive interdependence; in cooperative learning situations,students are required to work together as a cohesive group to achieve shared learning objectives, (2) face-to-face promotive interaction; in cooperative learning groups, students are required to interact verbally with one another to interact verbally with one another to learning tasks goals, (3) individual responsibility; students ask for assistance, do

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<sup>17</sup>Tomgodfrey, (2010), *Drama in English Language Teaching: A Whole-Person Learning Approach*, accessed on April 4, 2018 at 1.30 am (<https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-reaching-a-whole-person-learning-approach/>)

<sup>18</sup>Wendy Jolliffe, (2007), *Cooperative Learning in the Classroom Putting it into Practice*, Paul Chapman Publishing, p. 3.

<sup>19</sup>Haidir & Salim, (2014), *Strategi Pembelajaran*, Medan: Perdana Publishing, p. 126.

their best work, present their ideas, learn as much as possible, take their tasks seriously, help the group operate well, and take care of one another, (4) interpersonal and social skill; social and interpersonal skill, such as listening attentively, questioning cooperatively and negotiating respectfully to help students cooperate effectively in the group, (5) group processing; group processing is defined as reflecting on a group session to help the students to describe what member actions were helpful and unhelpful and to make decisions about what actions to continue or change<sup>20</sup>.

### c. Design

Design is level of method analysis in which we consider (1) what the objectives of a method are; (2) how language content is selected and organized within the method, that is the syllabus model the method incorporates; (3) the type of learning tasks and teaching activities the method advocates; (4) the roles of learners; (5) the roles of teachers; (6) the role of instructional materials<sup>21</sup>.

The objective of a method is to help the students to improve their English speaking, to be an active and interactive student, be a creative student, and to express their emotional sense that expressed in their drama presentation.

The syllabus model the method incorporates in this research is students are expected to be able to speak and to communicate in English in daily life, both in spoken and written.

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<sup>20</sup>Van Dat Tran, (2013), Theoretical Perspective Underlying the Application of Cooperative Learning in Classroom, *International Journal of Higher Education*: p. 101.

<sup>21</sup>Jack C. Richards and Theodore S. Rodgers, (1986), *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press, p. 20.

The type of learning tasks and teaching activities are: the student have to make the script from the chosen genre, memorize the script from every genre and present their drama. The activity is this game seems like role-play method that need the student participation in doing something (a drama). Before doing the drama, the students need to choose the genre of the drama that they want to be present it. The process of choosing the genre is in the brainstorming session.

The roles of learners in mystery theatre game are: do the brainstorming, make the group that consist of 2-6 students in every group, discuss the drama present the Drama in front of the other group.

The roles of teacher in mystery theatre game are ask the students to do the brainstorming by asking some question that related to the game, put the students in the group which is consist of 2-6 students in every group, explain to the student about what they want to do in their groups, ask the student to doing the discussion about what they want to present that is a drama, watching the students presentation and evaluate their speaking.

The role of instructional materials that is respect to objective, content, learning activities, the learner and the teacher role. Material will allow learners to progress at their own rates of learning. The material will allow for different styles of learning. Material will provide opportunities for independent study and use. Material will provide opportunities for self-evaluation and progress in learning<sup>22</sup>.

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<sup>22</sup>Ibid, p. 26

**d. Procedure**

There are some procedures in using mystery theatre game on teaching speaking, as follows: (1) Direct the students' attention to the questions written on the board. Conduct a class discussion about each, writing your students' answers on the board (clustered around the question). Have them brainstorm at least ten quick answers for each question. (2) Choose which question-and-answer the class likes best: This will be the word group the students will be working with. (3) Assign each student to a small group of 2-6 students, depending the size of your class. (4) Draw their attention to the genres you listed in the corner of the board, describe each one, then assign a different genre to each group. (5) Every team must make and perform a role-play for the class in which they find a way to use every word that's clustered around the question at least once, in the genre they've been assigned. (6) Give them 10-15 minutes to work in their groups and figure out just what the heck they are gonna say! After that, bring the class back together for presentations<sup>23</sup>.

**e. Advantage and Disadvantage**

There are some advantages and disadvantages ofmystery theatre game. The advantages are mystery theatre game can invite the students to be active in teaching and learning in the classroom. This game can create the students'

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<sup>23</sup>The Watchman, (2015), Five of My Faforite English Game for ESL Students accessed on Januari 24, 2018 at 9.29 pm. (<http://owlcation.com/academia/adult-esl-games>)

creativity, make a funny class situation, to recognize deeper every students, and of course to improve the students' speaking ability.

The disadvantages of mystery theatre game are need much time to presenting the students' presentation in every group. The researcher need many effort to describe this game. And the teacher also need the effort to set the condition of the class.

## **B. Relevant Study**

Susilawati<sup>24</sup> conducted a research about "Improving students' speaking skill using drama at the eleventh grade students of language class of MAN Yogyakarta II in the academic year of 2012/2013". This study was conducted by using action research study. The objectives of the study are to find out that the use of drama can improves the students' speaking skill and to find out the significant improvement on the students' speaking skill after being taught by using drama as the strategy.

The results of this study showed that the implementation of drama technique is effective to improve the students' speaking skill. Its cooperative and systematic learning structures motivate students to learn speaking, promote students' self-confidence in speaking practice and maximize students' interaction during the learning process. The students' speaking skill also increases after they tried to learn speaking through drama technique. They were more confident and

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<sup>24</sup>Rr. ErySusilawati, (2013), Improving Students' Speaking Skill Using Drama at the Eleventh Grade Students of Language Class of MAN Yogyakarta II in the Academic Year of 2012/2013, *Skripsi*. Yogyakarta: The Degree of Sarjana Pendidikan Yogyakarta State University, 2013.

enthusiastic in speaking practice. This implies that the implementation of drama technique gave positive effects to the improvement of students' performance and achievement in the speaking learning process.

Susilo<sup>25</sup> conducted a research about "Improving students' speaking skill through role-play at grade XI at travel tourism program of SMK N 6 Yogyakarta in academic year of 2013/2014. This study was conducted by using action research study consisted of two cycles. The objectives of the study are to find out that the use of role-play can improve the students' speaking skill and to find out the significant improvement on the students' speaking skill after being taught by using role-play as the strategy.

The research finds that: (1) the use of role play can improve the students speaking skill and can help them to speak confidently, (2) the use of role play can give the students more chances for practicing speaking, and therefore the students can lose their fears of making mistakes and be more confident, (3) the use of role play can improve the students' fluency, pronunciation, vocabulary and accuracy.

### **C. Conceptual Framework**

Based on the theoretical framework, mystery theatre game can improve the students speaking skill because this strategy teaches students to speak with doing a game and learn systematically with its rules. The purpose of this strategy, is to

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<sup>25</sup> Beauty Kharismawati Susilo, (2014), Improving Students' Speaking Skill Through Role-Play at Grade XI at Travel Tourism Program of SMK N 6 Yogyakarta in Academic Year of 2013/2014, , *Skripsi*. Yogyakarta: The degree of Sarjana Pendidikan Yogyakarta State University, 2014.

help students to improve their English speaking, to help them to be an active and interactive students. They will express their emotional sense that expressed in their drama presentation.

It can be assumed that mystery theatre game can improve the students' speaking skill.

#### **D. Actional Hypothesis**

Based on the framework of thought above, the hypothesis of this study as following: Mystery theatre game can improve the students' speaking skill of eleventh grade, Private Islamic Senior High School, AmaliyahSunggal.



## CHAPTER III

### METHODOLOGY OF RESEARCH

#### **G. Research Setting**

This research was conducted at Private Islamic Senior High School, Amaliyah Sunggal on Jl. Tani Asli, Tj. Gusta, Sunggal. Deli Serdang Regency at 11<sup>th</sup> grade of senior high school consists of 35 students in the academic year 2017-2018 on May 2018. This location was selected because (1) The researcher found the problem in the school, (2) The result of this research gave contribution, (3) The title of this research was never conducted before in the school.

#### **H. Data and Data Source**

In this research, the data consists of two forms: qualitative and quantitative data. The qualitative data are the result of interview, observation, diary notes and photographs. While quantitative data is the result of speaking test.

The data source of this study are the students of eleven grade, natural science class 1, Private Islamic Senior High School, Amaliyah Sunggal and one collaborator.

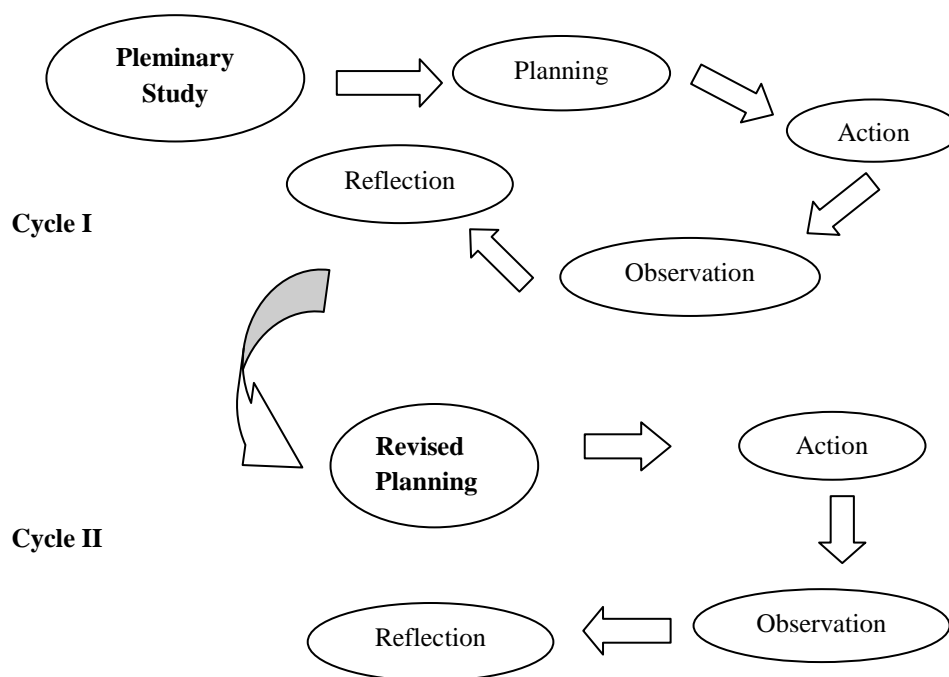
#### **I. Research Method**

This research will applied a classroom action research. According to Harmer, action research was the name given to a series of procedures teacher can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and or appropriate of certain activities and

procedures<sup>26</sup>. Kemis and Mc. Teggart add in Nunan's book explain that action research is a group of activity and piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of other, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system<sup>27</sup>.

In apply a classroom action research by using several cycles through four steps, as follows: (1) Planning, (2) Acting, (3) Observing and (4) Reflecting.

**Figure 1.** Cycle of Classroom Action Research<sup>28</sup>



<sup>26</sup> Jeremy Harmer,(2003),*The Practice of English Language Teaching*, England: Longman, p.344.

<sup>27</sup> David Nunan, (1993) *Research Method in Language Learning*, Cambridge: Cambridge University Press, p. 18.

<sup>28</sup>SuharsimiArikunto,SuhardjonoandSupardi, (2008), *PenelitianTindakanKelas*, Jakarta: BumiAksara, p.74.

The cycle was continued if the results of this study still not reached the minimum mastery criteria.

The diagram above was described as follows: (1) Planning, (2) Action, (3) Observation and (4) Reflection. Planning is arrangement for doing something. The researcher prepared everything needed in teaching learning process. The activities are done in the step of planning such as: making lesson plan, doing first observation to identify the problems that need to be solved, preparing the pre test as instrument to collect the data about the students' problem in speaking, preparing research instrument, deciding the material that is suitable with the study and preparing the test to measure the result of the study.

Action is the application of the planning that has been made. This step discussed about implementation the plan, which is made in previous phase in the field of research. What the researcher had planned in planning step, it is applied in this step. The researcher teaches how to improve the students' speaking skill by applying mystery theatre game in the process of teaching and learning. At the end of action, the researcher evaluated the students speaking skill.(see appendix 1)

In observation, a researcher observes all activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted. Some activities done by researcher: (1)Observe the teacher's activities during teaching learning process, (2)Observe the students' activities and participation during teaching learning process, (3)The researcher records everything happens during teaching learning

process including the effects of the action, (4) The researcher also take notes all students' activities and participation during the teaching learning process.

Reflection was done as the evaluation of the action which has been done. It is how researcher can investigate whether the teaching learning process is success or not in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.

## **J. Technique of Collecting the Data**

To collect the data, there are five techniques: (1) Speaking test, (2) Conducting interview, (3) Observation, (4) Diary notes, and (5) Documentation.

### **1. Speaking Test**

Speaking test is constructed by the following procedures: (a) definition of conceptual, (b) definition of operational, (c) latticework of the tests. Definition of conceptual in speaking skill is the ability to express the idea, thought, and feeling through oral speech by paying attention to the function of English language that is pronunciation, vocabulary, grammar, fluency and comprehension.

Definition of operational in speaking skill is the total score that the students receive after taking an English speaking skill test that is assessed by using weighting table by paying attention to the function of English language that is pronunciation, vocabulary, grammar, fluency, comprehension.

Latticework of the speaking test is giving opinion assessed with pronunciation, vocabulary, grammar, fluency, comprehension.

**Table. 3.1. Latticework of the Speaking Test**

No	The function of language	Elements	Total of question	Number of question
1	Giving opinion	Pronunciation Vocabulary Grammar Fluency Comprehension	1	1
	Total		1	

**Table. 3.2. Proficiency Descriptions<sup>29</sup>**

Elements	No	Proficiency Descriptions	Points
Pronunciation	1	Pronunciation frequently unintelligible	1
		Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition	2
		“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary	3
		Marked “foreign accent” and occasional	

<sup>29</sup>Arthur Huges, (2003), *Testing for Language Teaching*, Cambridge: Cambridge University, pp.131-132

		mispronunciations that do not interfere with misunderstanding	4
		No conspicuous mispronunciations, but would not be taken for a native speaker	5
		Native pronunciation, with no trace of “foreign accent”	6
Vocabulary	2	Vocabulary inadequate for even the simple conversation	1
		Vocabulary limited to basic personal areas (time, food, transportation, family, etc)	2
		Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.	3
		Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
		Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.	5
		Vocabulary apparently as accurate and extensive as that of educated native	6

		speaker	
Grammar	3	Grammar almost entirely inappropriate or inaccurate, except in stock phrases	1
		Constant errors showing control of very few controversial micro skills or major pattern, and frequently preventing communication	2
		Frequent errors showing some major patterns uncontrolled and using causing occasional irritation and misunderstanding	3
		Occasional errors showing imperfect control of some conversation micro skills or some patterns, but no mistakes that causes misunderstanding	4
		Few errors with no pattern of failure	5
		No more than two errors during the presentation	6
Fluency	4	Speech is so halting and fragmentary that conversation is virtual impossible	1
		Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pause	2
		Speech is frequently hesitant or jerky; sentence may be left uncompleted	3
		Speech is occasionally hesitant, with	

		some unevenness caused by rephrasing and grouping for words	4
		Speech is effortless and smooth but perceptible nonnative in speed and evenness	5
		Speech on all general topics as effortless and smooth as native speaker	6
Comprehension	5	Understand too little	1
		Understand only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing	2
		Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing	3
		Understand quite well normal educated speech directed to him, but may require considerable repetition or rephrasing	4
		Understand everything in normal educated conversation, except for every colloquial or low frequency items or exceptionally rapid or slurred speech.	5
		Understand everything in both formal and colloquial speech to be expected an educated native speaker	6



**Table. 3.3 Weighting Table**

No	Elements	1	2	3	4	5	6	Total
1	Pronunciation	0	1	2	2	3	4	
2	Vocabulary	4	8	12	16	20	24	
3	Grammar	6	12	18	24	30	36	
4	Fluency	2	4	6	8	10	12	
5	Comprehension	4	8	12	15	19	23	
	Total							

## 2. Conducting Interview

The main purpose of conducting an interview is to gather responses which are richer and more informative by using tape recorder to record the conversation during interview process. The students are interviewed by the researcher about their opinion about English subject that they have learned and their difficulties in learning English especially in speaking.

## 3. Observation

Observation is a natural process, the researcher observe people and incidents all time based on the observations, the researcher make judgments. Two types of observations are often refereed, they are: participant and non-participant

observation. Here, the researcher used participant observation that means the researcher doing the teaching process directly.

#### 4. Diary Notes

Diary note was used to note personal evaluation about the situation of the class while teaching learning process. The researcher will write all events during the learning process including reflection and evaluation of teaching learning process.

#### 5. Documentaion

Documentation is an image/picture created by camera. It becomes a documentation that record the fact and be a part of history.

### **K. Technique of Analyzing the Data**

To analyze the data, the researcher used t-test for the quantitative data and Miles and Huberman technique for the qualitative data. The formula of t-test is:

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

Where :

$\bar{D}$  = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

Miles and Huberman consists of 3 steps: data reduction, data display and conclusion drawing and verification<sup>30</sup>.

### 1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written-up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

### 2. Data Display

The next step was analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use interview, observation, diary notes and documentation in displaying the data, because it is most common data display was used in qualitative research.

### 3. Conclusion Drawing and Verification

The last step of analysis that drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what

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<sup>30</sup>Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, p.138.

things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.

#### **L. Establishing Trustworthiness of Study**

According to Lincoln and Guba (1985), trustworthiness consists of: (1). Credibility; in preferences to internal validity, (2). Transferability; in preference to external validity/generalisibility, (3). Dependability; in preference to realibility, (4). Confirmability in preference to objectivity. In this research, the researcher uses credibility to establish the trustworthiness.

There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher used source triangulation.

## **CHAPTER IV**

### **RESEARCH FINDING AND DICUSSION**

#### **A. Research Finding**

The data of this study includes preliminary data, the results of the first cycle and the second cycle. The researcher also analyzed the qualitative data were taken from interview, observation sheet, diary notes and documentation.

##### **1. Preliminary Study**

The preliminary study was conducted to find out the fundamental problem related to the research. It was important to the research before carrying out the research in order to know from where and how the research done. In the preliminary study, the researcher used speaking test to see the students' speaking skill before mystery theatre game was applied. The results showed that the students' still confused when speaking English language correctly. The Minimum Passing Grade (KKM) in that school was 75. The number of students who followed the test was 35 students. The result of pre-test, the total score of the students was 2,082 and the mean of students' score was 59.48.

The quantitative data above indicates that the students' speaking skill was low. It can be seen from the mean score of the students was 59.48 and the percentage of the students' score of the test was 5.71% or only 2 students who success or got score up to 75. On the other hand, 33 students unsuccessful or didn't get score up to 75. This data can be seen in appendix 4.

To support the quantitative data, it can be seen from the qualitative data that is taken by using interview. The researcher was done interview the English teacher. It can be seen from the following data:

“Sebenarnya dalam pembelajaran bahasa Inggris, terutama speaking ya, anak-anak itu sebenarnya banyak yang bisa, hanya saja mereka tidak tahu bagaimana caranya untuk mengekspresikan apa yang mau mereka katakan. Dan terkadang mereka malu, jadi banyak dari mereka yang memilih untuk diam”.

From the qualitative data above, it could be proven that the reason why the students not motivated in learning English especially speaking skill it caused they cannot express what they want to said and they also shy.

## **2. First Cycle**

The researcher did some steps in the first cycle. They were planning, action, observing and reflection. Here the activities have done in every steps:

### **a. Planning**

In this step, the researcher had prepared all of the materials that was used while learning, such as: preparing observation guide, interview guide, conducting the test, preparing the material that was used in gist strategy (board marker, eraser, and etc), and preparing the camera to take the photograph.

There were some points had been done by researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, objectives of learning, prepare the subject matter, learning method, steps of learning activities, learning sources, assessment.

**b. Action**

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The researcher wrote the question on the board. (2) The researcher chosen The question and answer the class like best. (3) The researcher divided to a small group. (4) The researcher drew the students attention to the genres that listed in the corner of board, described each one and assigning a different genre to each group. (5) The students was assigned to make a perform of role-play. (6) The researcher given 10-15minutes to the students to work in their group. (7) The researcher watched the student's presentation.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

### c. Observation

The observation was done to observe what the students had done during the teaching learning process. The result of observation were collected by the qualitative, based on the data observation, there was an improvement in teaching learning process. The teacher could improve the students' speaking skill although most of students were still not active and were not interested in speaking English language.

The researcher gave the post test in the first cycle. The result of the post-test in the first cycle show that the students' speaking skill was improved when used mystery theatre game in learning process. Only 10 students achieved the score 75 or more, and 25 students still got under 75.

Quantitatively, the result of the post-test of the first cycle, it showed that, the total score of the students was 2,386 and the number of students who successes the test still 10 from 35 students, the mean of the students' score of the test was 68.17. It can be seen that the students' score in the post-test 1 was increased but still low. The percentage of the students' score was 28.57% consists of 10 students who successes and got the score 75 or more. So, the post test in the first cycle was categorized unsuccessful. This data can be seen in appendix 4.

It also used to test the hypothesis in this research from the compilation, it could be seen that the coefficient of t-observed and t-table to  $df = N - 1 = 35 - 1 = 34$ , with fact  $\alpha = 0.05$  was 1.69092. In the coefficient of t-observed (17.24) > t-table (1.69092). Thus, alternative hypothesis ( $H_a$ ) could be received. Based on finding,



alternative hypothesis ( $H_a$ ) stated that mystery theatre game could improve the students' speaking skill. This data can be seen in the appendix 4 and 6.

Qualitatively the data were taken from interview with English teacher and student, observation, diary notes and photographs. The result of the first interview with English teacher showed that 50% students interested in speaking English and 50% was low. In interaction between the researcher and students, the students was enthusiastic and active in learning process. The researcher in control the class was good. The researcher need to continue to the next cycle to be better. And the interview with student showed that in expressing the opinion, the students still have the difficulties. In answering the question from the teacher, the students also still have the difficulties because of less vocabulary. The students' feeling in speaking English was the difficulties in pronouncing the sentence in English. In giving the opportunity to ask, the teacher choose some students to ask. The students' speaking skill was increased slightly. The interview transcript can be seen in appendix 6, observation sheet in appendix 7, diary notes in appendix 8 and photographs in appendix 9.

From the students' response and the students' score above, the researcher stated to continue in cycle two hopefully be better than before. The second cycle was held to achieve the improvement score of the students in speaking skill.

#### **d. Reflection**

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the

students' difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

From the students' response and the students' score above, the researcher stated to continue in cycle two hopefully the student's score be better than before. The second cycle was held to achieve the improvement score of the students' speaking skill.

### **3. Second Cycle**

Based on the result of the first cycle, the researcher continued to do the second cycle. The first cycle indicated that students' speaking skill was still low. It happened because of the students got difficulties to speak English and much of their speaking score still not achieved the minimum passing grade.

#### **a. Planning**

In this step, the researcher prepared the new material that was enclosed in lesson plan. The lesson plan with the new material could be seen in appendix 1.

#### **b. Action**

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the

class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The researcher wrote the question on the board. (2) The researcher chosen the question and answer the class like best. (3) The researcher divided to a small group. (4) The researcher drew the students attention to the genres that listed in the corner of board, described each one and assigning a different genre to each group. (5) The students was assigned to make a perform of role-play. (6) The researcher given 10-15minutes to the students to work in their group. (7) The researcher watched the student's presentation.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

### **c. Observation**

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought the mystery theatre game more effective in improving the students' speaking skill, and 3).The mean score of the students was categorized success is 77.91.

Quantitatively, the result of post-test in the second cycle, it showed that the total score of the students was 2,727 and the number of students who success the test was 26 students, and the mean of the students' score of the test was 77.91. It

could be concluded that the students' score in the post test II was improved. The percentage of the students' score was 74.28% consist of 26 students successes and achieved score 75 or up 75. So, the post-test II was categorized successful. The data can be seen in appendix 4.

Based the data, the result showed the improvement of the students' score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 75 or more were 2 from 35 students (5.71%). In the post-test of the first cycle, the students who got the score 75 or more were 10 from 35 students (28.57%). In the post-test of second cycle, the students who got the score 75 or more were 26 from 35 students (74.28%). In the first test there was 5.71% (2 students) who got the score 75 or more. In the second test there was 28.57% (10 students) who got the score 75 or more. It means that there was improvement about 22.86%. In the third test there was 74,28% (35 students) who got the score 75 or more. There was improvement about 45.71% from the second test, and about 68.57% from the first test to third test. Most of students' score improved from the first test to the third test.

It also used to test the hypothesis in this research from the compilation, it could be seen that the coefficient of t-observed and t-table to  $df = N - 1 = 35 - 1 = 34$ , with fact  $\alpha = 0.05$  was 1.69092. In the coefficient of t-observed (17.08) > t-table (1.69092). Thus, alternative hypothesis ( $H_a$ ) could be received. Based on finding, alternative hypothesis ( $H_a$ ) stated that mystery theatre game could improve the students' speaking skill. This data can be seen in the appendix 5 and 6.

The quantitative data above was also supported by the qualitative data taken through interview with English teacher and student, observation, diary notes and photographs. Interview was done when the researcher applying mystery theatre game to the students who got the low and high score during learning process. The result of the second interview with English teacher showed that there has been an improvement on the students' speaking skill. The students was interested in learning process used mystery theatre game. The students' activity has improved than before. In giving attention to the students, the researcher was good, because the researcher was able to controled the class. And the interview with student showed that in expressing the opinion, the students can speaking English better than before. In answering the question from the teacher, the students can answer it. In using mystery theatre game the students was happy. In giving the opportunity to ask, the researcher gave them the time to ask. The students' speaking skill was increased than before. The interview transcript can be seen in appendix 6, observation sheet in appendix 7, diary notes in appendix 8 and photographs in appendix 9.

Based on the data above, it showed the good improvement to the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied mystery theatre game. It could be seen with the contrast of the students' score in pre-test, post-test I, and post-test 2.

#### **d. Reflection**

After the researcher given a post-test II for evaluation, the researcher concluded that the researcher found the students' score improved after checked the students' test, and the researcher's ability in teaching speaking showed the improvement too.

The researcher motivated the students, it made the students' score improved. It can be seen from the mean of the students' score. In the pre-test, the students who got the score 75 or more were 2 of 75 students (5.71%). In the post test of cycle I, the students who got the score 75 or more were 10 of 75 students (28.57%). In the post test of cycle II, the students who got the score 75 or more were 26 of 35 students (74.28%).

In the first test there was 5.71% (2 students) who got the score 75 or more. In the second test there was 28.57% (10 students) who got the score 75 or more. It means that there was improvement about 22.86%. In the third test there was 74.28% (26 students) who got the score 75 or more. There was improvement about 45.71% from the second test, and about 68.57% from the first test to third test. Most of students' score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in speaking test was improved through myatery theatre game.

#### **B. Discussion**

The research was conducted to find out the improving of students' speaking skill used mystery theatre game. The mystery theatre game could be used by the teacher in teaching English especially to help the students to improve the students'

speaking skill. This also had been proved by the result of observation and interview. Both of them showed that students' speaking skill got improved since mystery theatre game applied either in cycle I or in cycle II though the result in cycle I was still not enough.

Based on the quantitative data, students' score increased significantly. In the pre-test, there were 5.71% (2 of 35 students) who got score  $\geq 75$ . In the post-test I, there were 28.57% (20 of 35 students) who got score  $\geq 75$ . In the post-test II, there were 74.28% (26 of 35 students) who got score  $\geq 75$ . the coefficient of t-observation = 17.09. It means that there was improvement scores from pre-test to post-test I were 22.86%. The improvement scores from post-test I to post-test II were 45.71%. and from the pre-test to post-test II were 68.57%. Most of students' score improved from the first test to the third test.

The improvement was not only showed by the increasing score in quantitative data but also from the qualitative data; interview, observation, diary notes and photographs. The students become more enthusiastic, more active in discussion, and easily controlled. At least, when the students were given the test in the cycle II, they looked more confident.

From the explanation above, the research can be concluded that the use of mystery theatre game can improve the students' speaking skill. The students' score improved and the students were more serious to learn. The students' attitude changed after the researcher used mystery theatre game. Mystery theatre game shown a simple concept of making students can be speak to another people step by step. The students were more interested in mystery theatre game and the students also were active to ask and to give their opinion. Most of students were

able to improve their score. As the result above, mystery theatre game can improve the students' speaking skill with good and true. But there were a little problem in doing the game, it is about the time. The time is not enough, the researcher and the students forget about the time when done the mystery theater game.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This research conducted to mystery theatre game which was classroom action research used as the research method. After the research accomplished, the researcher could take several conclusions as the following:

1. In the preliminary study, students' speaking skill was found still low. It was proven by the result of quantitative and qualitative data. When the test in preliminary study was given, quantitatively, the students score in the average was only 59.48. It was only 5.71%, or 2 of 35 students passed the test in preliminary study. Qualitatively, based on the result of the interview and observation showed that the students' speaking skill was still low, they found difficulties in speaking test.
2. Next, the result of the cycle I showed that quantitatively, there were only 28.57% or 10 of 35 students passed the test in cycle I, in which, the average of the students' score was 68.17. It meant, there was a little bit improvement if compared with result in preliminary study, however, it was still not enough. On the other hand, qualitatively, it was also showed a better changed. It could be seen from the result of the learning process but, the cycle I considered still unsuccessful.
3. In the cycle II, there was a significant improvement of students' speaking skill. It was proven by the result of the test in the cycle II which 29 of 35 students passed the test, or as many as 74.28% of 35 students passed the test. All students who passed the test success with the mean score 77.91. On the

other side, the result of the observation and interview in the cycle II showed that there was a significant improvement too. From the interview result, generally, students claimed that mystery theatre game was fun and made their English improved so that they could answer the questions of the test.

At least, according to the result from the preliminary study until the cycle II, step by step, students's speaking skill got improved. Therefore, it was concluded that the students' speaking skill can improved by using mystery theatre game.

## **B. Suggestions**

The finding of the research is expected to be useful for the teacher, the students, the institution and another researchers.

1. For the teacher, it is expected to improve their professionalism in teaching English especially teaching using mystery theatre game. Besides, as a suggestion for the teacher to attract students' interest in learning English by using suitable media.
2. For the students', it is expected to improve the students' speaking skill and interest in learning English.
3. For the institution, it is expected to provide input and to give contribution in improving learning process in order to improve quality of the students and the school.
4. For other researchers, as information about the contribution of using mime game to improve speaking ability for senior high school students and as reference for studying in the same topic.

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**APPENDIX 1****LESSON PLAN**

<b>School</b>	<b>: MAS. Amaliyah</b>
<b>Class/Semester</b>	<b>: XI-IPA I/ 2</b>
<b>Subject/Skill</b>	<b>: English/ Speaking</b>
<b>Topic</b>	<b>: Giving Expressions</b>
<b>Time Duration</b>	<b>: 2 x 45 minutes</b>
<b>Meeting</b>	<b>: 1<sup>st</sup> meeting</b>

**Standar Competency:**

Using transactional meaning in text conversations and formal interpersonal and continues (sustained) in the context of daily activity.

**Basic Competency :**

Expressing meaning in a conversation transactional (to get things done) and interpersonal (social) and the official continues (sustained) by using a variety of spoken language accurately, fluently and acceptable in the context of daily life and engage said: expressions of giving advice and giving opinion.

**Indicators :**

Students are able to:

1. Identify the expressions of giving advice.
2. Have accurate pronunciation in using the expressions of giving advice.
3. Have accurate intonation in using the expressions of giving advice.
4. Use the expressions of giving advice based on the situation.

5. Do a discussion in a group to make the script of short theatre using the expression of giving advice.
6. Do a short theatre group by group in front of the class.

**Learning Objectives :**

By the end of the lesson, the students are able to express the meaning and to say the sentences for giving advice accurately, fluently and acceptably. Also students can ask/give opinion with appropriate utterances.

**Source :**

1. Internet
2. English book of XI class

**Media :**

Mystery theatre game and dictionary.

**Materials :**

- Expressions of giving advice
  - Why don't you...
  - What about...
  - You should...
  - You can...
  - Do you need...?

In a short conversation

1. Researcher : what is your advice if your friend is coming late?  
 Student : you should get up early  
 Student : don't sleep in the late night  
 Student : please go my motorcycle

2. Researcher : what is your advice if your brother's hobby is climbing the mountain?

Student : brother, you should be careful and always bring your climbing equipment and don't forget to always do the prayer.

3. Researcher : what is your advice if your sister will going to do the national examination?

Student : do the prayer before doing the exam

Student : don't make a noise while doing the exam

Student : bring your own exam equipment

4. Researcher : what is your advice if the person that you love will go to the other city for long time?

Student : keep your healthy

Student : always remember me

Student : do the pray all time

5. Researcher : what is your advice to your friend that can see something that you can't see

Student : always remember Allah

Student : don't let your brain empty

6. Researcher : what is your advice if your friend will go to his/her musical show?

Student : don't be shy

Student : do as what you can do

Student : if the music is off in the middle of show, you should continue the show.

**Topic to discuss in a group discussion :**

Making the script from the short theatre using these genre:

1. Friend
2. Adventure
3. Family
4. Romance
5. Thriller
6. Musical

**Method :**

PPL (Presentation, Practice, Production)

**Learning Activities :**

No	Activities		Duration
	Researcher	Students	
<b>Pre-Teaching</b>			15 minutes
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	
2	Checking the students attendance and asks the students' condition.	Answering the students' attendance from the researcher and saying their conditions to the researcher.	



3	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher.	
4	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.	
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	
<b>Whilst-Teaching</b>			70 minutes
6	Writing the question on the board.	Answering the question that written on the board.	
7	Choosing which question and answer the class like best.	Giving their best answer.	
8	Dividing each student to a small group.	Siting in their group.	
9	Drawing the students attantion to the genres that listed in the corner of board, describing each one and assigning a different genre to each group.	Listening on the teacher's description.	
10	Assigning the students to make a perform of role-play.	Making a perform of role-play.	
11	Giving the sudents 10-15 minutes to work in their group.	Working in their group.	

12	Watching the student's presentation.	Presenting their presentation.	
<b>Post-Teaching</b>			5 minutes
13	Giving feedback.	Listen the feedback from the researcher.	
14	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	
		Understanding about the topic that they have learned.	
15	Ending the lesson and saying a prayer.	Feeling that mystery theatre game is good to apply in speaking class.	
		Saying prayer.	

**Assessment :**

1. Form : Oral production
2. Techniques : Group discussion
3. Rubric :

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

Total	16	35	50	67	87	100
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Head Master

Jufri Effendi, S.Pd,I., M.Pd

Sunggal,

English Teacher

Ammad Japar, S.Pd

Researcher

Ayu Rizki Lestari

## LESSON PLAN

<b>School</b>	<b>: MAS. Amaliyah</b>
<b>Class/Semester</b>	<b>: XI-IPA I/ 2</b>
<b>Subject/Skill</b>	<b>: English/ Speaking</b>
<b>Topic</b>	<b>: Giving Expressions</b>
<b>Time Duration</b>	<b>: 2 x 45 minutes</b>
<b>Meeting</b>	<b>: 2<sup>nd</sup> meeting</b>

### **Standard Competency:**

Using transactional meaning in text conversations and formal interpersonal and continues (sustained) in the context of daily activity.

### **Basic Competency :**

Expressing meaning in a conversation transactional (to get things done) and interpersonal (social) and the official continues (sustained) by using a variety of spoken language accurately, fluently and acceptable in the context of daily life and engage said: expressions of hope.

### **Indicators :**

Students are able to :

1. Identify the expression of asking for opinion giving opinion.
2. Have accurate pronunciation in using the expression of asking for opinion giving opinion.
3. Have accurate intonation in using the expressions of asking for opinion and giving opinion.

4. Use the expressions of asking for opinion and giving opinion based on the situation.
5. Do a discussion in a group to make the script of short theatre using the expression of asking for opinion and giving opinion.
6. Do a short theatre group by group in front of the class.

**Learning Objectives :**

By the end of the lesson, the students are able to express the meaning of asking/giving opinion accurately, fluently and acceptably. Also students can ask/give opinion with appropriate utterances.

**Source :**

1. Internet
2. English book of XI class

**Media :**

Mystery theatre game and dictionary.

**Materials :**

Expressions of opinion

- I think...
- I suppose...
- In my opinion...

1. Researcher : What is your opinion if your friend is doing some homework in the class.

Student : I think she or he is do not understand with the homework.

Student : In my opinion she is lazy.

2. Researcher : What is your opinion if you have a long holliday?  
Student : I think I will go to Sibayak mountain  
Student : in my opinion I will go to Aceh
3. Researcher : What is your opinion if you see your father is  
came home from work?  
Student : I think he is very tired  
Student : I think I will make a glass of tea
4. Researcher : What is your opinion if you have someone that you  
love and you do not want to lose him/her?  
Student : I think I will always make him/her happy
5. Researcher : What is your opinion if you watch the thriller  
movie?  
Student : I think the thriller movie is not too scary
6. Researcher : What is your opinion if you are in the musical  
show, than the music is off in the middle of show?  
Student : I think I will continue the show

**Topic to discuss in a group discussion:**

Making the script from the short theatre using these genre:

1. Friend
2. Advanture
3. Family
4. Romance
5. Thriller
6. Musical

**Method :**

1. PPL (Presentation, Practice, Production)

**Learning Activities :**

No	Activities		Duration
	Researcher	Students	
<b>Pre-Teaching</b>			15 minutes
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	
2	Checking the students attendance and asks the students' condition.	Answering the students' attendance from the researcher and saying their conditions to the researcher.	
3	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher.	
4	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.	
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	
<b>Whilst-Teaching</b>			70 minutes
6	Writing the question on the board.	Answering the question that written on the board.	
7	Choosing which question and answer the class like best.	Giving their best answer.	

8	Dividing each student to a small group.	Siting in their group.	
9	Drawing the students attantion to the genres that listed in the corner of board, describing each one and assigning a different genre to each group.	Listening on the teacher's description.	
10	Assigning the students to make a perform of role-play.	Making a perform of role-play.	
11	Giving the sudents 10-15 minutes to work in their group.	Working in their group.	
12	Watching the student's presentation.	Presenting their presentation.	
<b>Post-Teaching</b>			
13	Giving feedback.	Listen the feedback from the researcher.	
14	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	
		Understaning about the topic that they have learned.	
15	Ending the lesson and saying a prayer.	Feeling that mystery theatre game is good to apply in speaking class.	
		Saying prayer.	



**Assessment** :

1. Form : Oral production
2. Techniques : Group discussion
3. Rubric :

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
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Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	35	50	67	87	100

Sunggal,

Head Master

English Teacher

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Ammad Japar, S.Pd

Researcher

Ayu Rizki Lestari

**APPENDIX 2****pre-test****Speaking Test**

There are several steps in speaking test:

1. In this speaking test there is one question that will be asked, that is: "What is your opinion about smoking?"
2. The student answers the question by speaking at least for 2 minutes.
3. The answers will be recorded by phone.
4. There is some possibilities for the answer such as: "In my opinion, smoking is the activity that can kill human. Some people says that smoking can make them relax. But in fact smoking generally has negative health effect, some of them smoking can broke our lung, throat, and it can be disturb who is beside you while you're smoking. For the pregnant woman who smoke, smoking may increase the risk of physical disability for the baby. The factors that can influence someone to smoke is the escape from stress, the challenge from their friends, they feel confidence when smoking, unhealth environment, and they already addicted so difficult to release it. For the people that want to leave it, the first way is the true plan, and than support from their environment, sport, eat vegetables and fruits, and always keep the positive thinking".

## Post-Test I

### Speaking Test

There are several steps in speaking test:

1. In this speaking test there is one question that will be asked, that is: "What is your opinion about smoking?"
2. The student answers the question by speaking at least for 2 minutes.
3. The answers will be recorded by phone.
4. There is some possibilities for the answer such as: "In my opinion, smoking is the activity that can kill human. Some people says that smoking can make them relax. But in fact smoking generally has negative health effect, some of them smoking can broke our lung, throat, and it can be disturb who is beside you while you're smoking. For the pregnant woman who smoke, smoking may increase the risk of physical disability for the baby. The factors that can influence someone to smoke is the escape from stress, the challenge from their friends, they feel confidence when smoking, unhealthy environment, and they already addicted so difficult to release it. For the people that want to leave it, the first way is the true plan, and than support from their environment, sport, eat vegetables and fruits, and always keep the positive thinking".

## Post-Test II

### Speaking Test

There are several steps in speaking test:

1. In this speaking test there is one question that will be asked, that is: "What is your opinion about smoking?"
2. The student answers the question by speaking at least for 2 minutes.
3. The answers will be recorded by phone.
4. There is some possibilities for the answer such as: "In my opinion, smoking is the activity that can kill human. Some people says that smoking can make them relax. But in fact smoking generally has negative health effect, some of them smoking can broke our lung, throat, and it can be disturb who is beside you while you're smoking. For the pregnant woman who smoke, smoking may increase the risk of physical disability for the baby. The factors that can influence someone to smoke is the escape from stress, the challenge from their friends, they feel confidence when smoking, unhealthy environment, and they already addicted so difficult to release it. For the people that want to leave it, the first way is the true plan, and than support from their environment, sport, eat vegetables and fruits, and always keep the positive thinking".

### APPENDIX 3

#### Pre-Test

#### SPEAKING TEST SCRIPT

##### 1. MYG

My opinion is, smoke can make menghabiskan our money, terus gak baiklah bagi kesehatan kita. And than, may be have a son or daughter, our son and daughter itu gak baik bagi mereka, secara tak langsung mereka menghirup, smell asap yang the smoker keluarkan, so, it is not health. And dapat menyebabkan kanker, not good dipandang masyarakat, because the people who smoke terkesan orang bandal. And than, if smoking is there is no the untungnya, better the money membeli rokok itu ditabung atau diinfestasikan for the future or beramal agar dapat bermanfaat for ourself and other kedepannya. If smoking usually bisa lama lakunya, because some girls banyak yang not like the boy who smoke

**Pre-Test****SPEAKING TEST SCRIPT**

## 2. MF

Aaaaa my opinion about smoking is aa smoking is very danger for our body and aa menyebabkan much penyakit aaa example is a penyakit jantung, hipertensi, kanker and etc. aaaa and aaaa in the rokok very many zat-zat yang dapat membahayakan tubuh dan zat beracun, untuk itu we... dont smoking because the effect not only for our body but aaaa for other.

**Post-Test I****SPEAKING TEST SCRIPT**

## 1. MYG

In my opinion, the material of cigarette can broke our healthy, the materials like tar That when we inhale smoke of cigarette makes our lung full in the same time and nikotin. When we inhale the smoke, kita addict, ketagihan gitu because the nikotin. And carbon monoxide, CO mengikat di dalam pembuluhdarah merah dan mengalami pengendapan not good in our life and out healthy. Common usuallu couch sering batuk-batuk juga in out face can make out lip black, black lip, black tongue ang gusi jug hitam. Make cancer and more aids, penyakit lain gitu. Kebanyakan more people smoke because depression, gagal move on, gadak kerjaan iseng-iseng ikut ikut kawan, ya karena lingkungannya juga dan mungkin juga kebanyakan uang teros beli rokok untuk menghabiskan uangnya.

**Post-Test I****SPEAKING TEST SCRIPT**

## 2. MF

My opinion about smoking, i think smoking is very dangerous menghisap rokok because of depresion, gegana, gelisah galau merana, aaaaaa because frends, karena teman temannya, because to style, biar lebih bergaya. The effect os snoking is aaa very much of sick and disease of our body, example black lip, heart disease, aaaa pregnant disease for woman and cancer and more disease or sick for our body, and the and of sick of the smoker is the death.



**Post-Test II****SPEAKING TEST SCRIPT**

## 1. MYG

In my opinion, some people think that smoking and everything about it can make them very handsome, that is their opinion. But I think who like to smoke or anything like that, they looks like looser they gradually shourten their age. The effect of smoking is very harmfull to their healthand number one in main cost of the death in the world. Why? Because maybe eighty person people in the world smoke or active smoker. But if they stop their behaviour so their health can save. Smoking must be stoped from now, from the environment, family and from theirselves. So in order or everything about smoking is negative there is no the positive side.

**Post-Test II****SPEAKING TEST SCRIPT**

## 2. MF

In my opinion, I think smoking can brake our body and it is very dangerous for ourself and other aamm,, people do smoking because they have much money, they do it because they have depresion. They follow their friend and society, smoking can be make many desease, example is cancer, stroke herath coroner and pregnant desease. The end of smoking is the death. Because smoking kill human. The incrediants from smoke are nikotin, tar, carbon monoxide, carbon dioxide, and exetra. And than how we dont smoke? We can dont smoke if we never try it so we don't smoke because if we near with the smoker it dangerous also we try to smoke aaa maybe it is my opinion about smoke.

## APPENDIX 4

### The Statistic Analysis of the Students' score pre-test and Post-Test I

No	Initials	Score	Post Test 1	D	D <sup>2</sup>
1	AGP	62	71	9	81
2	AP	50	60	10	100
3	AR	55	62	7	49
4	AS	55	61	6	36
5	AA	62	75	13	169
6	ARS	62	71	9	81
7	DAD	63	72	9	81
8	FDC	58	65	7	49
9	FC	75	80	5	25
10	FS	73	77	2	4
11	FHP	65	76	11	121
12	IS	50	60	10	100
13	IK	50	60	10	100
14	IPS	63	71	8	64
15	IPD	64	72	8	64
16	LSI	55	62	7	49
17	MH	55	62	7	49
18	MIF	50	60	10	100
19	MRD	50	60	10	100
20	MR	50	60	10	100
21	MS	55	62	7	49
22	MSA	75	79	4	16
23	MYG	69	77	8	64

24	MF	64	72	8	64
25	NN	50	60	10	100
26	OA	64	75	11	121
27	RS	61	75	14	196
28	RIA	55	60	5	25
29	SBG	55	60	5	25
30	SA	61	75	14	169
31	SK	54	65	11	121
32	TRD	60	67	7	49
33	YK	61	71	10	100
34	MAP	63	75	12	144
35	MF	68	76	8	64
Total				$\Sigma D=302$	$\Sigma D^2=2,905$

From the last computation have been found that:

$$\bar{D} = \frac{302}{35} = 8,62$$

As follow :

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

$$t = \frac{8,62}{\frac{\sqrt{\Sigma 2,905 - \frac{(302)^2}{35}}}{35(35-1)}}$$

$$t = \frac{8.62}{\frac{\sqrt{\sum 2,905 - \frac{91,204}{35}}}{1,190}}$$

$$t = \frac{8.62}{\frac{\sqrt{300}}{1,190}}$$

$$t = \frac{8.62}{0.50}$$

$$t = 17.24$$

Form the computation above, it could be seen that the coefficient of

t – observation = 17.24

## APPENDIX 5

### The Statistic Analysis of the Students' score post-test I and Post-Test II

No	Initial	Post Test 1	Post Test 2	D	D <sup>2</sup>
1	AGP	71	71	8	64
2	AP	60	60	10	100
3	AR	62	73	11	121
4	AS	61	70	9	81
5	AA	75	85	10	100
6	ARS	71	78	7	49
7	DAD	72	80	8	64
8	FDC	65	75	10	100
9	FC	80	90	10	100
10	FS	77	90	13	169
11	FHP	76	85	9	81
12	IS	60	75	15	225
13	IK	60	70	10	100
14	IPS	71	80	9	81
15	IPD	72	80	8	64
16	LSI	62	75	13	169
17	MH	62	75	13	169
18	MIF	60	75	15	225
19	MRD	60	70	10	100
20	MR	60	73	13	169
21	MS	62	75	13	169
22	MSA	79	90	11	121

23	MYG	77	90	13	169
24	MF	72	75	4	16
25	NN	60	75	15	225
26	OA	75	80	5	25
27	RS	75	85	10	100
28	RIA	60	70	10	100
29	SBG	60	76	16	256
30	SA	75	80	5	25
31	SK	65	70	5	25
32	TRD	67	73	6	36
33	YK	71	79	8	64
34	MAP	75	80	5	25
35	MF	76	81	5	25
Total				$\Sigma D=341$	$\Sigma D^2=3,712$

From the last computation have been found that:

$$\bar{D} = \frac{341}{35} = 9.74$$

As follow :

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

$$t = \frac{9.74}{\frac{\sqrt{\Sigma 3,712 - \frac{(341)^2}{35}}}{35(35-1)}}$$

$$t = \frac{9.74}{\frac{\sqrt{\sum 3,712 - \frac{(116,281)}{35}}}{1,190}}$$

$$t = \frac{9.74}{\frac{\sqrt{390}}{1,190}}$$

$$t = \frac{9.74}{0.57}$$

$$t = 17.08$$

Form the computation above, it could be seen that the coefficient of

t – observation = 17.08



### The Students' Speaking Pre-Test Score

No	Initials	Pre Test	
		Score	Note
1	AGP	62	Unsuccessful
2	AP	50	Unsuccessful
3	AR	55	Unsuccessful
4	AS	55	Unsuccessful
5	AA	62	Unsuccessful
6	ARS	62	Unsuccessful
7	DAD	63	Unsuccessful
8	FDC	58	Unsuccessful
9	FC	75	Success
10	FS	73	Unsuccessful
11	FHP	65	Unsuccessful
12	IS	50	Unsuccessful
13	IK	50	Unsuccessful
14	IPS	63	Unsuccessful
15	IPD	64	Unsuccessful
16	LSI	55	Unsuccessful
17	MH	55	Unsuccessful
18	MIF	50	Unsuccessful
19	MRD	50	Unsuccessful
20	MR	50	Unsuccessful
21	MS	55	Unsuccessful
22	MSA	75	Success
23	MYG	69	Unsuccessful
24	MF	64	Unsuccessful

25	NN	50	Unsuccessful
26	OA	64	Unsuccessful
27	RS	61	Unsuccessful
28	RIA	55	Unsuccessful
29	SBG	55	Unsuccessful
30	SA	61	Unsuccessful
31	SK	54	Unsuccessful
32	TRD	60	Unsuccessful
33	YK	61	Unsuccessful
34	MAP	63	Unsuccessful
35	MF	68	Unsuccessful
Total		2,082	
Mean		59.48	

### The Students' Speaking Post-Test I Score

No	Initial	Post Test 1	
		Score	Note
1	AGP	71	Unsuccessful
2	AP	60	Unsuccessful
3	AR	62	Unsuccessful
4	AS	61	Unsuccessful
5	AA	75	Success
6	ARS	71	Unsuccessful
7	DAD	72	Unsuccessful
8	FDC	65	Unsuccessful
9	FC	80	Unsuccessful
10	FS	77	Success
11	FHP	76	Success
12	IS	60	Unsuccessful
13	IK	60	Unsuccessful
14	IPS	71	Unsuccessful
15	IPD	72	Unsuccessful
16	LSI	62	Unsuccessful
17	MH	62	Unsuccessful
18	MIF	60	Unsuccessful
19	MRD	60	Unsuccessful
20	MR	60	Unsuccessful
21	MS	62	Unsuccessful
22	MSA	79	Success
23	MYG	77	Success
24	MF	72	Unsuccessful

25	NN	60	Unsuccessful
26	OA	75	Success
27	RS	75	Success
28	RIA	60	Unsuccessful
29	SBG	60	Unsuccessful
30	SA	75	Success
31	SK	65	Unsuccessful
32	TRD	67	Unsuccessful
33	YK	71	Unsuccessful
34	MAP	75	Success
35	MF	76	Success
Total		2,386	
Mean		68.17	

### The Students' Speaking Post-Test II Score

No	Initial	Post Test 2	
		Score	Note
1	AGP	79	Success
2	AP	70	Unsuccessful
3	AR	73	Unsuccessful
4	AS	70	Unsuccessful
5	AA	85	Success
6	ARS	78	Success
7	DAD	80	Success
8	FDC	75	Success
9	FC	90	Success
10	FS	90	Success
11	FHP	85	Success
12	IS	75	Success
13	IK	70	Unsuccessful
14	IPS	80	Success
15	IPD	80	Success
16	LSI	75	Success
17	MH	75	Success
18	MIF	75	Success
19	MRD	70	Unsuccessful
20	MR	73	Unsuccessful
21	MS	75	Success
22	MSA	90	Success
23	MYG	90	Success
24	MF	75	Success

25	NN	75	Success
26	OA	80	Success
27	RS	85	Success
28	RIA	70	Unsuccessful
29	SBG	76	Success
30	SA	80	Success
31	SK	70	Unsuccessful
32	TRD	73	Unsuccessful
33	YK	79	Success
34	MAP	80	Success
35	MF	81	Success
Total		2,727	
Mean		77.91	

## APPENDIX 6

## Nilai-Nilai Signifikansi

## Titik Persentase Distribusi t (df = 1 – 40)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499

<b>23</b>	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
<b>24</b>	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
<b>25</b>	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
<b>26</b>	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
<b>27</b>	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
<b>28</b>	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
<b>29</b>	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
<b>30</b>	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
<b>31</b>	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
<b>32</b>	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
<b>33</b>	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
<b>34</b>	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
<b>35</b>	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
<b>36</b>	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
<b>37</b>	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
<b>38</b>	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
<b>39</b>	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
<b>40</b>	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688



**APPENDIX 7****INTERVIEW SCRIPT****With teacher (cycle 1)**

R : Bagaimana menurut anda kemampuan siswa sebelum dan sesudah saya menerapkan mystery theatre game ini dalam pembelajaran speaking?

T : Menurut saya sebenarnya untuk siswa dalam menerapkan mystery theatre game di kelas itu 50/50, yang pertama 50% mereka berminat dalam pembelajaran, dan 50% lainnya agak low dalam pembelajaran bahasa inggris. Tapi agak menarik sih, agar kedepannya trik-trik pembelajaran seperti ini mampu memotivasi mereka untuk kedepannya lebih bagus dalam pembelajaran Bahasa inggris.

R : Menurut anda bagaimana ketertarikan siswa dalam mengikuti proses pembelajaran speaking dengan mystery theatre game ini?

T : Sebenarnya siswa 50% tertarik, 50% agak rendah, tetapi cukup bagus untuk ketertarikan mereka dalam mengikuti pembelajaran speaking dengan menggunakan mystery theatre game ini. Mudah-mudahan kedepannya dengan game ini anak-anak lebih bagus lagi dalam pembelajaran speaking ini.

R : Dalam interaksi antara siswa dan guru, bagaimana menurut anda keaktifan siswa dalam proses pembelajaran?

T : Dalam interaksi siswa dengan guru, siswa cukup antusias dan cukup aktif.

R : Menurut anda bagaimana peneliti dalam memperhatikan siswa saat pembelajaran berlangsung?

T : disini strategi peneliti dalam pembelajaran, jelas harus menguasai kelas, karena itu inti utamanya, karena kalau tidak menguasai kelas, ketertarikan siswa agak kurang, untuk saat ini dalam penguasaan kelasnya peneliti cukup bagus.

R : Menurut anda apakah perlu untuk melanjutkan ke cycle yang selanjutnya?

T : Perlu, agar lebih baik.

## INTERVIEW SCRIPT

### With teacher (cycle 2)

R : Menurut anda seberapa besarkah peningkatan speaking siswa dari cycle I ke cycle II ini?

T : sudah ada peningkatan, cukup bgsus, minat siswa pun sudah mulai tertarik dalam pembelajaran.

R : Menurut anda bagaimana ketertarikan siswa dalam mengikuti proses pembelajaran speaking dengan mystery theatre game ini?

T : Lumayan bagus, pembelajan speaking dengan menggunakan mystery theatre game ini, dan mereka sangat tertarik.

R : Dalam interaksi antara siswa dan guru, bagaimana menurut anda keaktifan siswa dalam proses pembelajaran?

T : keaktifan siswa sudah meningkat ketimbang sebelumnya.

R : Menurut anda bagaimana peneliti dalam memeperhatikan siswa saat pembelajaran berlangsung?

T : peneliti sudah bagus, karena peneliti sudah mampu menguasai kelas.

R : Menurut anda apakah perlu untuk melanjutkan ke cycle yang selanjutnya?

T : untuk tahap sekarang sudah lebih bagus dari yang sebelumnya jadi saya rasa sudah cukup.

## INTERVIEW SCRIPT

### With student (cycle 1)

OA

R : Bagaimana kamu menggunakan bahasa Inggris pada saat kamu ingin mengungkapkan pendapat?

S : Ketika ingin mengungkapkan pendapat agak sulit, karena kurang menguasai kosa kata dalam bahasa Inggris

R : Bagaimana kamu menjawab pertanyaan-pertanyaan yang diberikan guru dalam bahasa Inggris?

S : Sedikit sulit, karena ada kosakata yang belum diketahui atau dimengerti juga ketika guru memberikan pertanyaan, saya menjawab semampu saya.

R : Bagaimana perasaan kamu ketika kamu belajar speaking?

S : Ada rasa senangnya bisa tahu, ya sulitnya untuk mengucapkan kalimat dalam bahasa Inggris.

R : Ketika kamu belajar bahasa Inggris bagaimana gurumu memberikan kesempatan kepadamu untuk bertanya?

S : Guru saya memberi kesempatannya dengan cara menunjuk saya untuk menjawab pertanyaan yang diberinya.

R : Bagaimana perasaanmu tentang kemampuan speakingmu sekarang apakah ada perubahan?

S : Sedikit ada perubahan, dan lebih memahami.

## INTERVIEW SCRIPT

### With student (cycle 2)

OA

R : Bagaimana kamu menggunakan bahasa Inggris pada saat kamu ingin mengungkapkan pendapat?

S : Ketika saya mengungkapkan pendapat, ya dengan sedikit lancar dengan bahasa Inggris, cara mengungkapkan pendapatnya dengan menggunakan expression yang telah dipelajari.

R : Bagaimana kamu menjawab pertanyaan-pertanyaan yang diberikan guru dalam bahasa Inggris?

S : Alhamdulillah saya lebih mengerti dan dapat menjawabnya dengan benar.

R : Bagaimana perasaan kamu ketika kamu belajar speaking dengan menggunakan mystery theatre game?

S : Menyenangkan, dan agak sedikit deg degan karena kan biasanya menggunakan bahasa Indonesia, nah disini kami menggunakan bahasa Inggris.

R : Ketika kamu belajar bahasa Inggris dengan saya (peneliti) bagaimana menurut kamu saya (peneliti) memberikan kesempatan kepadamu untuk bertanya?

S : Ketika kakak setelah menjelaskan tentang pembahasan hari itu, lalu kakak mempersilahkan kami untuk bertanya seputar materi tersebut.

R : Bagaimana perasaanmu tentang kemampuan speakingmu sekarang apakah ada perubahan?

S : Alhamdulillah, kemampuan speaking saya menjadi lebih baik dan lebih lancar dari sebelumnya.

## APPENDIX 8

## OBSERVATION SHEET

(cycle I)

(A Classroom Action Research in the Eleventh Grade on MAS Amaliyah)

Class : XI Natural Science Class 1

Date :

Give the checklist (√) if “Yes” or “No”

No	Aspects		Researcher		Students	
			Yes	No	Yes	No
<b>Pre-Teaching</b>						
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√		√	
2	Checking the students attendance and asks the students' condition.	Answering the students' attendance from the researcher and saying their conditions to the researcher.		√	√	
3	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher.	√		√	

4	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.	√		√	
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	√		√	
<b>Whilst-Teaching</b>						
6	Writing the question on the board.	Answering the question that written on the board.	√		√	
7	Choosing which question and answer the class like best.	Giving their best answer.	√			√
8	Dividing each student to a small group.	Siting in their group.	√		√	
9	Drawing the students attantion to the genres that listed in the corner of board, describing each one and assigning a different genre to each group.	Listening on the teacher's description.	√		√	
10	Assigning the students to make a perform of role-play.	Making a perform of role-play.	√		√	



11	Giving the students 10-15 minutes to work in their group.	Working in their group.	√		√	
12	Watching the student's presentation.	Presenting their presentation.	√		√	
<b>Post-Teaching</b>						
13	Giving feedback.	Listen the feedback from the researcher.	√		√	
14	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			√
		Understanding about the topic that they have learned.		√	√	
15	Ending the lesson and saying a prayer.	Feeling that mystery theatre game is good to apply in speaking class.	√			√
		Saying prayer.		√	√	

## OBSERVATION SHEET

(A Classroom Action Research in the Eleventh Grade on MAS Amaliyah)

### Cycle II

Class : XI Natural Science Class 1

Date :

Give the checklist (√) if “Yes” or “No”

No	Aspects		Researcher		Students	
			Yes	No	Yes	No
<b>Pre-Teaching</b>						
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√		√	
2	Checking the students attendance and asks the students' condition.	Answering the students' attendance from the researcher and saying their conditions to the researcher.		√	√	
3	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher.	√		√	

4	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.	√		√	
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	√		√	
<b>Whilst-Teaching</b>						
6	Writing the question on the board.	Answering the question that written on the board.	√		√	
7	Choosing which question and answer the class like best.	Giving their best answer.	√		√	
8	Dividing each student to a small group.	Siting in their group.	√		√	
9	Drawing the students attantion to the genres that listed in the corner of board, describing each one and assigning a different genre to each group.	Listening on the teacher's description.	√		√	
10	Giving the sudents 10-15 minutes to work in their group.	Working in their group.	√		√	

11	Watching the student's presentation	Presenting their presentation.	√		√	
<b>Post-Teaching</b>						
12	Giving feedback.	Listen the feedback from the researcher.	√		√	
13	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			√
		Understaning about the topic that they have learned.		√	√	
14	Ending the lesson and saying a prayer.	Feeling that mystery theatre game is good to apply in speaking class.	√			√
		Saying prayer.		√	√	

**APPENDIX 9****DIARY NOTE****First Meeting (Wednesday, 16 May 2018)**

In the first meeting, I entered the class, said salam and introduced myself to the students. After introduced myself, I ask the students to introduced themselves. In the class, the students were noisy and asked me many question even it was not important, but I tried to answer their question to made a happy situation. After that, I given them a pre-test it was about their opinion about smoking. They answered by speaking around 2 minutes and I recorded it by my phone.

**Second Meeting (Wednesday, 23 May 2018)**

In the second meeting I came to the class and said salam to them. After that I given them brainstorming it was some question about the topic that discussed in the class. In that time I gave them the subject about the expression of giving advice and giving opinion. The students was very excited when I asked them the example of giving advice and giving opinion. After that, I divided them into some groups and the situation is so noisy because they changed their sit. I asked them to made a perform of short theatre, it was so funny to watched them in the short theatre.

**Third Meeting (Wednesday, 30 May 2018)**

In the third meeting I came to the class and said salam to them. I asked to the leader of students to lead do'a before doing the class activity. I asked them to remembered about the lesson before. After that I tested them for the post test I. it was about their opinion about smoking. They answered by speaking around 2 minutes and I recorded it by my phone.

**Fourth Meeting (Saturday, 2 June 2018)**

It was the fourth meeting. My purpose was make the learning better than before. As usual, I entered the class and said salam to them. I asked to the leader of students to lead do'a before doing an action. I gave them the subject about expression of hope. It was so nice because they already knew about the game and they were soexcited.

**Fifth Meeting (Monday, 4 June 2018)**

In the fifth meeting, I asked them to remembered about the lesson before. After that I tested them for the post test II. It was the same theme, about their opinion about smoking. They answered by speaking around 2 minutes and I recorded it by my phone. I was happy, because the improvement is higer than before. And my media is success to make their skill improved. I had to come again to thisschool, because some students did not come to do the test.

**Sixth Meeting (Thursday, 7 June 2018)**

It was the last meeting. I continued the test. It was so nice, because the students' score was better than before. In the end of the meeting I said my big thanks to them who always listened every instruction from me. They also said to me to always humble and finish my thesis soon. I motivated them to always speak English, especially in English lesson. I am so happy got the students like them.

## APPENDIX 10

## DOCUMENTATION







