

ABSTRACT

Aliwafi, Muhammad Bagus. 2024. The Effectiveness of Mini-short Creative Drama as Learning Media to Improve Speaking Skill (Pre-Experimental Research on Eight Grade Students of SMP Negeri 1 Gandrungmangu in the Academic Year of 2023/2024). Thesis Supervisor 1: Muhammad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D., Thesis Supervisor 2: Mustasyfa Thabib Kariadi, S.Pd., M.Pd., Chief External Examiner: Slamet Riyadi, S.S., M.Pd., External Examiner: Laxmi Mustika Cakrawati, S.Pd., M.Pd., Ministry of Education, Culture, Research, and Technology, Jenderal Soedirman University, Faculty of Humanity, Department of Language Education, English Education Study Program, Purwokerto.

Mini-short creative drama is a term from creative drama and short drama which is combined and become learning media to improve speaking skill. This research focused on the influence of mini-short creative drama as project-based learning, the effectiveness of mini-short creative drama as project-based learning, and to found out the perception of students when learning using mini-short creative drama as project-based learning to improve students speaking skill. With using mini-short creative drama as project-based learning, students improved their speaking skill through fluency, pronunciation, grammar and vocabulary. This research used a Pre-experimental research model with three research instruments: test, questionnaire, and observation. In test instrument, this study used a paired-sample t-test consist of post-test and pre-test. In each pre-test and post-test, there were four assessment aspect, such as fluency, grammar, pronunciation, and vocabulary. Each result on these four aspects had a sig. (2-tailed) value 0.000. which that the alternative hypothesis (H_a) from this research was accepted. The questionnaire used a rating scale of one to four (strongly disagree (1), disagree (2), agree (3), and strongly agree (4)). The results of questionnaire instrument were divided into two aspects, namely project-based learning and mini-short creative drama. In the project-based learning, the average SA+A was 79% and mini-short creative drama was 78%. The research observation used close-ended questions. From the observation results, it can be concluded that from meeting one to four, students had developed, especially in their confidence to show the performance of their speaking skills. The test, questionnaire and observation results assured that mini-short creative drama improved the students' speaking skill, but students need time to build their confidence. This research also can be used as a reference for future researchers to conduct similar research related to students speaking skill to make better learning innovation.

Keywords: *Learning media, Mini drama, project-based learning, speaking skill.*

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Mini-short creative merupakan istilah dari drama kreatif dan drama pendek yang dipadukan dan menjadi media pembelajaran untuk meningkatkan keterampilan berbicara. Penelitian ini berfokus pada pengaruh mini-short creative drama sebagai pembelajaran berbasis proyek, keefektifan mini-short creative drama sebagai pembelajaran berbasis proyek, dan untuk mengetahui persepsi siswa ketika pembelajaran menggunakan mini short creative drama sebagai proyek. pembelajaran berbasis untuk meningkatkan keterampilan berbicara siswa. Dengan menggunakan mini-short creative drama sebagai pembelajaran berbasis proyek, siswa meningkatkan keterampilan berbicara mereka melalui kefasihan, pengucapan, tata bahasa dan kosa kata. Penelitian ini menggunakan model penelitian Pra-eksperimental dengan tiga instrumen penelitian: tes, angket, dan observasi. Instrumen tes yang digunakan dalam penelitian ini adalah uji beda berpasangan (paired-sample t-test) yang terdiri dari post-test dan pre-test. Pada setiap pre-test dan post-test terdapat empat aspek penilaian yaitu kelancaran, tata bahasa, pengucapan, dan kosa kata. Masing-masing hasil pada keempat aspek tersebut mempunyai tanda. (2-tailed) nilai 0,000. yang mana hipotesis alternatif (H_a) dari penelitian ini diterima. Kuesioner menggunakan skala penilaian satu sampai empat (sangat tidak setuju (1), tidak setuju (2), setuju (3), dan sangat setuju (4)). Hasil instrumen angket dibagi menjadi dua aspek yaitu pembelajaran berbasis proyek dan mini-short creative drama. Pada pembelajaran berbasis proyek, rata-rata SA+A sebesar 79% dan mini-short creative drama sebesar 78%. Observasi penelitian menggunakan pertanyaan tertutup. Dari hasil observasi dapat disimpulkan bahwa dari pertemuan satu sampai empat siswa sudah mengalami perkembangan terutama rasa percaya diri untuk menunjukkan unjuk kemampuan berbicaranya. Hasil tes, angket, dan observasi meyakinkan bahwa mini-short creative drama meningkatkan keterampilan berbicara siswa, namun siswa memerlukan waktu untuk membangun kepercayaan diri mereka. Penelitian ini juga dapat digunakan sebagai referensi bagi peneliti selanjutnya untuk melakukan penelitian serupa terkait keterampilan berbicara siswa untuk membuat inovasi pembelajaran yang lebih baik.

Key words: *Learning media, mini drama, project-based learning, speaking skill.*