

APPENDICES

(Appendix I)

Guidelines of the Research-Observation

NO	Activities	Checklist	Notes
1	The teacher introduced the concept of collaborative drama		
2	The teachers explain about the material they will learn.		
3	Divide students into groups		
4	Script review		
5	Doing the 'reading' activity		
6	The teachers evaluate the students' performance		

(Appendix II)

Observation Notes

NO	Activities	Checklist	Notes
1	The teacher introducing the concept of collaborative drama	✓	The teachers introduced the students about the concept of collaborative drama and kinds of it.
2	The teachers explain about the material they will learn.	✓	For the material they learned was narrative text. The teachers described narrative text, explain about the characteristics and its types.
3	Divide students into groups	✓	The teachers divided the students into three groups with ten to fifteen people each group.
4	Script review	✓	The teachers asked the students to review the script they have and encourages students to improvise, adjusting the existing script to their preference and creativity, as long as they not change the story in the script.
5	Doing the 'reading' activity	✓	They were also required to practice "reading" under teacher supervision to assess the appropriateness of pronunciation and so on, in order for students to be more fluent in dialogue. When necessary, student representatives are required to draw lots to determine their order of appearance.

6	The teachers evaluate the students' performance	✓	The teachers then gave advise, criticism, and suggestions for the performances, particularly in terms of their speaking skills, at the last meeting. Teachers also encouraged students to use English more frequently, particularly during class, in order to improve their speaking skills.
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(Appendix III)

Guidelines of the Research-Interview

Interview Guide

Date : Monday, September 11th 2023

Time : 08. 30-08.45 WITA

Activity : Interview with The Teachers at English Club SMKN 4 Banjarmasin

Interviewee: Khairatun Ni'mah

Interviewer: T1 and T2

Location : SMKN 4 Banjarmasin

1. The post-narrative frame writing will be semi-structured interview
2. To make the teachers feel comfortable, interviews will be done casually.
3. You are free to ask for clarification in case there are unclear questions.
4. The interview will straight to the point to not disturbing the teachers' schedule.

Questions

1. How long have you been teaching English at EKUPAT?
2. How is your teaching schedule here? Because there are two teachers in one class or extracurricular.
3. Why you choose collaborative drama for teaching speaking?
4. How long you have been using drama as an English learning method?
5. Are there any methods you used before drama?
6. What kinds of collaborative drama you use for teaching speaking?
7. What your opinions or views after applying drama to teach speaking so far?

(Appendix IV)

Transcript of Interview

Interview Result

Date : Monday, September 11th 2023
 Time : 08. 30-08.45 WITA
 Activity : Interview with The Teachers at English Club SMKN 4 Banjarmasin
 Interviewee : Khairatun Ni'mah
 Interviewer : T1 and T2
 Location : SMKN 4 Banjarmasin

1. The post-narrative frame writing will be semi-structured interview
2. To make the teachers feel comfortable, interviews will be done casually.
3. You are free to ask for clarification in case there are unclear questions.
4. The interview will straight to the point to not disturbing the teachers' schedule.

Answers

1. How long have you been teaching English at EKUPAT?
 - a. I am a fresh graduated teacher, so I just taught English at EKUPAT for a permanent job and place for about a year. Previously, during college, I taught in several schools from elementary to high school as a substitute teacher. **T1**
 - b. So do I, but in EKUPAT I just been here for 5 months. Before teaching here, I was a private tutor for several students, but I was not connected to any institution, I just taught at the students' homes. **T2**
2. How is your teaching schedule here? Because there are two teachers in one class or extracurricular.
 - a. SMKN 4 Banjarmasin divides the schedule into two, namely odd weeks and even weeks, so for the schedule at EKUPAT, we both also divide

teaching duties according to the school schedule. **T1**

3. Why you choose collaborative drama for teaching speaking?
 - a. Actually, before using collaborative drama especially applied drama, I have tried several kinds of drama in the classroom, but this one is best suited for use there, especially for the classes I teach. **T2**
 - b. Some students may learn speaking by reading narrative texts, generating dialogues, and simply having dialogues in front of the class, as is commonly done and leaves students bored with these exercises. Then I considered what kind of discussion may be exciting and fun for the students, and the idea of using theater came to me. And it was lucky because this was warmly received by students and is an effective fresh method. **T1**
4. How long you have been using drama as an English learning method?
 - a. For me I only tried it when I am teaching at EKUPAT, which was around 1 year ago. **T1**
 - b. I have been using drama for about two years when I was teaching my private students, but not the educational collaborative drama. **T2**
5. Are there any methods you used before drama?
 - a. Before I using drama in teaching speaking, I already use various way to teaching speaking, such as making conversation, only allowing English in the class and others. I starting using drama while I watching English drama in an event, and got inspiration from that. **T2**
 - a. I always ask students to create dialogues in pairs or read narrative texts to get used to their speaking, but it turns out it is not very effective. **T1**
6. What kinds of collaborative drama you use for teaching speaking?
 - a. The collaborative drama I use to teach speaking is called applied drama. Having learned a great deal about applied drama and how to use it, I believe

that it is the best type of drama for my students to learn speaking. Therefore, I decided to use this drama to teach students about speaking. **T1**

- b. We use applied drama because it is very appropriate to the desired learning objectives and also feels most suitable for our students. **T2**

7. What your opinions or views after applying drama to teach speaking so far?

- a. In my view the outcomes we applying collaborative drama were quite good. The students practice the dialogue every day, helps them provide their best performances when performing drama. **T1**
- b. As I mentioned before, using drama to learn speaking turns out to be very effective and fun for the students, we teachers also find it easier because the students become very cooperative when learning. **T2**

(Appendix V)

Documentation



(Appendix VI)

Guidelines of the Research-Narrative Frame

Narrative frame has similarities with narrative text. You must have written narrative text about your life before. Writing narrative frame same with narrative text. In this narrative frame, there are three experiences explored such as past, present, and future experience of applying educational collaborative drama in teaching speaking. In addition, this narrative frame provides starting sentence, which relates to the use of drama topic and empty boxes which must be filled by the participants. The function of starting sentence is helping participants to write experiences easily. However, the function of empty boxes is helping participants write additional information freely.

Narrative Frame

I am an English teacher in high school. The first experience/time I started to teach English with educational collaborative drama was

(1) _____
_____.

I applied educational collaborative drama because

(2) _____
_____.

I applied educational collaborative drama in teaching speaking for about

(3) _____
_____.

.When I am applying educational collaborative drama, the students were

(4)

.Type of collaborative drama I use is

(5)

.
Overall, my views in using educational collaborative drama in teaching speaking are

(6)

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(Appendix VII)

The Narrative Frame

Narrative frame has similarities with narrative text. You must have written narrative text about your life before. Writing narrative frame same with narrative text. In this narrative frame, there are three experiences explored such as past, present, and future experience of applying educational collaborative drama in teaching speaking. In addition, this narrative frame provides starting sentence, which relates to the use of drama topic and empty boxes which must be filled by the participants. The function of starting sentence is helping participants to write experiences easily. However, the function of empty boxes is helping participants write additional information freely.

Narrative Frame T1

I am an English teacher in high school. The first experience/time I started to teach English with educational collaborative drama was (1) interesting because I have never used this method before. I use this for teaching speaking skill to the EKUPAT students. I applied educational collaborative drama because (2) some students may learn speaking by reading narrative texts, generating dialogues, and simply having dialogues in front of the class, as is commonly done and leaves students bored with these exercises. Then I considered what kind of discussion may be exciting and fun for the students, and the idea of using theater came to me. And it was lucky because this was warmly received by students and is an effective fresh method. And then, I applied educational collaborative drama in teaching speaking for about (3) a year. I started used this method when I teach here at SMKN 4

Banjarmasin. When I am applying educational collaborative drama, the students were (4) excited learned new thing. Because it is very new for them, especially in learning English. For the type of collaborative drama I use is (5) called applied drama. Having learned a great deal about applied drama and how to use it, I believe that it is the best type of drama for my students to learn speaking. Therefore, I decided to use this drama to teach students about speaking. Overall, my views in using educational collaborative drama in teaching speaking are (6) quite good. The students practice the dialogue every day, helps them provide their best performances when performing drama. Narrative Frame T2

I am an English teacher in high school. The first experience/time I started to teach English with educational collaborative drama was (1) definitely help teacher in designing teaching learning so that the classroom will not be bored or monotone and encourage students to speak more. I applied educational collaborative drama because (2) before using collaborative drama especially applied drama, I have tried several kinds of drama in the classroom, but this one is best suited for use there, especially for the classes I teach. And then, I applied educational collaborative drama in teaching speaking for about (3) two years when I was teaching my private students, but actually that was not the educational collaborative drama. So for collaborative drama I have been using that for about 5 month, when I am being a teacher in this school. When I am applying educational collaborative drama, the students were (4) having fun and very enjoy at the class. Also, they were became very cooperative when learning. For the type of collaborative drama I use is (5) applied drama because it is very appropriate to the desired learning objectives and

also feels most suitable for our students. Overall, my views in using educational collaborative drama in teaching speaking are (6) nice and very interesting, and using drama to learn speaking turns out to be very effective and fun for the students, we teachers also find it easier because the students become very cooperative when learning.

(Appendix VIII)

The Letters



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 4 BANJARMASIN

Jl. Brigjend. Hasan Basri No. 7 Telp. / Fax : 0511-3305054 Banjarmasin

SURAT KETERANGAN

Nomor. 800/ 870 - SMKN.4/Disdikbud/2023

Yang bertandatangan di bawah ini :

Nama : Drs. Syafruddin Noor, M.Pd
NIP : 19661105 199501 1 001
Pangkat / Golongan : Pembina Utama Muda (IV/c)
Jabatan : Kepala Sekolah
Unit Kerja : SMK Negeri 4 Banjarmasin

Menerangkan bahwa :

Nama : Khairatun Ni'mah
NIM : 190101030399
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Telah selesai melaksanakan penelitian sejak tanggal 24 Juli s.d 25 September 2023 dalam rangka penyusunan Skripsi yang berjudul **"APPLYING EDUCATIONAL COLLABORATIVE DRAMA IN TEACHING SPEAKING"**

Demikian Surat Keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 25 September 2023

Kepala Sekolah,

Drs. Syafruddin Noor, M.Pd
Pembina Utama Muda
NIP. 19661105 199501 1 001



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.fk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-30/Un.14/III.1.f/PP.00.9/01/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Khairatun Ni'mah
N I M : 190101030399
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Komplek Bumi Mas Citra, Kelurahan Karang Mekar,
Kecamatan Banjarmasin Timur.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“APPLYING EDUCATIONAL COLLABORATIVE DRAMA IN TEACHING
SPEAKING”**

Pada Hari/Tanggal : Jum'at, 30 September 2022
Tempat : Ruang SAC

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 20 Januari 2023

Ketua,



Afifah Linda Sari

4)	17/09/2023	1) Revise chap 1 v findings and discussion 2)	
5)	23/11/23	Revise Findings and discussion	✓
6)	30/11/23	Findings and discussion Revise	✓
7)	5/12 ²⁰²³	Ok	✓

CURRICULUM VITAE

1. Full Name : Khairatun Ni'mah
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4. Nationality : Indonesia
5. Address : Komplek Bumi Mas Citra, Kelurahan Karang
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Timur
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8. Organization/Work Experience : ESA Antasari Banjarmasin 2019-2021
SDN Telaga Biru 1 Banjarmasin 2023
SMPN 5 Banjarmasin 2023

Banjarmasin, December 12th, 2023



The Writer