CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It covers seven parts. They are background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and definition of key terms of the research. This chapter gives the general reason why the researcher chooses this topic.

A. Background of the Problem

Nowadays, many human beingsexamine literature for numerous purposes, each for profession and school. Many human beingsunderstand that literature is anvitalissue that has continually been inherent in human existence. Literature is a uniquely human hobby, born of man's undyingchoice to understand, specific, and subsequentlypercentagerevel in. It method that literature is something that peoplewant to specific with someone. Literary works are unique, imparting a photograph of existenceeach in content material and in expression. Literary competencies are very numerous in implementation, one in allthat's drama.

Drama is man or woman in action. Drama changed intofirst offdeliveredby means of a Greek truth seeker Aristotle. The phrase drama method "to do" or "to act".Reaske (1966,p.5) explains that drama is a piece of literature which depicts existence and human hobbyby usingimpartingnumerous actions. It method drama is mirrored image of human existence. He additionallyrecognized the detail of drama consisting of plot, man or woman, concept and spectacle (Worthen, 2010). Meanwhile, Brown (2017) country that drama is a medium for studying, drama is

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a dynamic coachingmethod in cooperate amonginstructor and college students to create an imaginary dramatic global contained by means of exploring problem, state of affairs and the tale of drama itself. In short, drama described as a literary style that depicts human existence, man or woman and conductviacommunicate.

Drama is one in alltopics in studying English. Drama studying trains college students to be professional at reading, listening, speaking, and writing. If announcingcommunicatemethodgrowing speech competencies and the interlocutor in gambling drama methodtaking note ofthe communicate of the interlocutor, whilst the target target marketmethodtraining his listening competencies. In drama, college students draw on their expertise and revel in of the actualglobalin an effort to create a make trustglobal. Thus, drama is one of the few areas of the curriculum that isbuilt on dreams and voices (O'Neill and Lambert, 1989).

Drama as a piece of artwork has dimensions, particularly drama as a literary artworkwithinside theshape of drama texts and drama as aactingartwork. It method, drama is a piece that may bewithinside theshape of a literary paintingswithinside theshape of a drama textual content script. In addition, drama also can be withinside theshape of acting arts or performances. In the end, literary works withinside theshape of drama scripts additionallyintention to be staged. Drama is a literary paintings made to be accomplished on levelby means of actors. Drama when it comes tostudyingmay beperformedby means ofcollege students in drama performances. Drama performances in studying have a completelyvitalfunction for college students, particularly developing college students' self belief in expressing thoughts and college

studentsgetsextensivepossibilitiesto socialize and enhancecompetencies in organizing crewpaintings. The English have a look atapplication is one of the departments that had a function to expandcollege students' skills in drama performances. Learning drama performances is taught to sixth semester college students. Judging from the significance of studying drama, the English have a look atapplication has the obligation to expand and streamline college students' skills in drama performances.

Based on observations of the researcher with drama lecturer in the sixth semester of the English study program, various problems were found, include: (1) previously, lecturers used teaching materials from several different sources which caused students difficulties in the teaching and learning process. (2) The students' ability to perform drama is still low if judged from the drama assessment criteria, namely vocals, intonation, articulation, gesture, player interpretation, stage mastery, and stage setting.

This is a challenge as a lecturer to be able to present an interesting and fun learning for students. To be able to overcome the problems faced by students, a lecturer is required to have the intelligence to choose strategy and teaching materials in a lesson in general, and to learn drama in particular appropriately. Teaching materials are one of the media that can be used by lecturers to optimize the learning of drama performances. Teaching materials for drama performances need to be used so that students learn and play characters in dramas in accordance with learning objectives and get maximum results. In contrast to the teaching materials used previously, handouts have the advantage of being more practical

because several relevant materials have been compiled and written by the lecturer in one book so that students find it easier to get information and subject matter.

Based on the explanation above, the researcher used handout teaching materials to test the effectiveness in learning drama performances. Handout is a learning media which is one of the elements to support learning objectives (Daryanto, 2013). Meanwhile, handouts are one source of teaching materials in the form of an arrangement of several sheets of paper containing material, assignments or tests given by educators to students (Prastowo,2011, p.78). The use of handouts in learning can have several functions. One of them is as a media to support the learning process in the classroom outside of textbooks and student activity sheets. The purposes of making and using handouts for lessons as stated by Prastowo (2013, p.80) are to facilitate and provide assistance with information or learning materials as a medium of guidance for students, to enrich the knowledge of students, and to support other teaching materials or explanations from the teacher. In short, we can concluded that the function of the handout is helping students to summarize the material, as a companion to the educator's explanation, as a reference for students to motivating students to be more active in learning, reminder of the main points of the material being taught, provide feedback and assess learning outcomes. Therefore it is necessary to conduct the research. This research is an experimental research that examines *The Effectiveness of Using Handouts in Drama Performances of Sixth Semester Students of English Study Program University of Pasir Pengaraian.*

B. Setting of the Problem

Based on the background of the research, several problems are found in the analysis of drama. Previously, lecturers used teaching materials from several different sources which caused students difficulties in the teaching and learning process. The students' ability to perform drama is still low if judged from the drama assessment criteria, namely vocals, intonation, articulation, gesture, player interpretation, stage mastery, and stage setting.

Because of those problems, the researcher would like examine the effectiveness of handout in drama performance of the sixth semester students of English study program University of Pasir Pengaraian.

C. Limitation of the Research

There are some problems that researcher found in this research, but the researcher will limit them on an examines the effectiveness of handouts in drama performance for the sixth semester students of English study program University of PasirPengaraian. The problem is limited in order to avoid misunderstanding and misinterpretation. It also hopefully can give a limitation toward the given examines.It dues to the effectiveness of times and cost. Then the researcher only focuses on the effectiveness of handout in drama performance for sixth semester students of English study program University of PasirPengaraian.

D. Formulation of the Problem

The formulation of the research: is there any significant effect of using handout in drama performances of sixth semester students of English study program University of Pasir Pengaraian?

E. Purpose of the Research

The purpose of this research is the researcher wants to find out: Whether there is significant effect of using handout in drama performance on the sixth semester students of English Study Program University of Pasir Pengaraian or not.

F. Significant of the Research

The researcher hopes that the result of this research gives beneficial both theoretical and practical.

1. Students: The research findings are expected to enrich their knowledge about the drama performance and use teaching materials to improve skills in drama performance. It can help students to know their abilities in drama performance and to provide more understanding of drama that differs from other subject matter.

2. Teachers: Teachers get information and benefits to improve students' abilities in drama performances, and teachers can use this research to provide appropriate drama performances for students in the English study program.

3. Next Researchers: The results of this study are expected to be used as a reference in conducting further research on literature, especially the use of teaching materials in learning drama performances.

4. Readers: This research is useful for readers to get information about the effectiveness of using handouts in learning drama performances.

G. Definition of Key Term

In this research, there are so many terms involved. Thus, to avoid misunderstanding on terms used, the following terms are necessarily defined as follows:

1. Handout

Handout is a written teaching material that contains material concisely and is equipped with competency tests to hone students' abilities. According to Prastowo (2015) handouts are teaching materials containing material according to basic competencies that are compiled briefly to make it easier for students to expand their knowledge so that they can easily achieve the desired competency goals. Handout in this research means learning materials compiled from various sources and used in drama courses by sixth semester students of the English study program at Pasir Pengaraian University.

2. Drama Performance

According to Hudson (2015) drama is a shared and co-operative activity which fires the individual and collective imagination. Drama performancemay begenuinelydescribed as moveswhich can becompleted for audiences. Drama performance in this research is drama that performed by sixth semester students of English study program university of Pasir Pengaraian.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literatures are very important to discussed. In this chapter, the researcher would like to put the theories from some experts that support this research. It covers review of the related theories, review of related findings and conceptual framework.

A. Review of Related Theories

1. The Nature of Teaching Material

1.1 Definition of Teaching Material

Teaching material is any shape of materials used to assist teachers in gaining knowledge of activities. According to Abdul Majid (2007, p.174) revealed that the teaching material is any form of materials, information, tools and text used to help teachers or instructors in carrying out teaching and learning activities. Teaching materials or Curriculum material is the content or content of the curriculum that it should be understood by students in an effort to achieve curriculum objectives.

Teaching material are all of the information utilized by instructors or teachers in coaching substances are organized systematically so they can facilitate college students in getting to know system in class. According to Prastowo (2013, p.298) revealed that teaching materials are all the information, tools, and texts used by teachers or teachers instructors in the classroom. Material contained in teaching materials are arranged systematically so that they can facilitate students in learning process in class. Then, Pannen (1995) revealed that teaching materials

are material from a lesson arranged in order or systematic that used by teachers and learners for learning activities. Meanwhile, Teaching materials are a piece of learning tool consisting of materials, methods, and arranged systematically and interestingly, it is possible to achieve competence in the curriculum (Chomsin, Widodo and Jasmadi, p.2008). It means, teaching materials are one of the material devices or learning substances that are systematically arranged, and display in full the competence that students will master in learning activities.

Teaching material is a set of materials or substances of learning that is systematically arranged and displays the full figure of competence that students will master in learning activities. Teaching materials can be used by students in learning a competency in a direct and systematic manner, so that accumulatively able to master all competencies in a whole and integrated (Depdiknas,2008, p.6). Some of the above understandings, it can be concluded that teaching materials are all materials be it information, tools, or texts that must be arranged systematically and display the full figure of competence students will learn through a learning process that encourages active and enjoyable student engagement. So, teaching materials do not it only encourages students to know, but also to do, to be, and to live together.

1.2 Principles of Preparation Teaching Materials

National Standards of Education are the minimum criteria that must be met by all educational institutions in Indonesia. Government Regulation No. 13 of 2015 explains that the National Standard of Education is the minimum criterion for education system in all regions of the Unitary State of the Republic of

Indonesia. Based on these rules, it can be said that the fulfillment of national standards of education is mandatory for all education organizers. Scope of National Standards of Education based on Government Regulations No. 19 of 2005 is as follows standard content, process standards, standards of graduate competence, standards of educators and educational personnel, standard facilities and infrastructure, management standards, standard financing, and standards of educational assessment. This National Standard of Education has a function as a basis in the planning, implementation and supervision of education in order to realize quality national education. In addition, the National Standard of Education has the aim to ensure the quality of national education in order to educate the life of the nation and form the character and civilization of a dignified nation.

Teaching material must do repetitions in order that expertise will become stronger. According to the Ministry of Education in the Guide to The Development of Teaching Materials revealed that there are six learning principles that need to be considered for the preparation of teaching materials, including: The first principle in the use of teaching materials is to be prepared starting from it is easy to understand the difficult, from the concrete to the abstract. Students will be easier to understand a certain concept if the explanation starts from the easy or concrete, something real in their environment. Repetition will strengthen understanding is the second principle. In learning, repetition is needed so that students better understand a concept. That is, even if the meaning is the same, an information that is repeated will be more based on the student's memory.

In the preparation of positive feedback teaching materials will provide reinforcement to the understanding of students. On the contrary, a negative

response will break the student spirit. Don't forget to give feedback positive for student work. High learning motivation is one of the determinants of learning success. A student who has a high motivation to learn will succeed in learning. Therefore, one of the duties of teachers in carrying out learning is to provide encouragement (motivation) so that students want to learn.

Learning is a gradual and continuous process. To achieve a high competence, it is necessary to set a goal. For that the teacher must arrange the right learning goals in accordance with the characteristics of the students. In the preparation of teaching materials, knowing the results that have been achieved will encourage students to continue to achieve their goals. In learning, each student will achieve these goals, at their own pace, however they will all arrive at their destination even at different times. This is part of the principle of thorough learning.

Based on the opinion above, it can be concluded that in the preparation of teaching materials must pay attention to several things including teaching materials arranged starting from the easy, in the preparation of teaching materials repetition of the material it is necessary to better understand the students, and positive feedback is needed to provide learning spirit to students in achieving learning goals.

1.3 Teaching Materials Development

The development of teaching materials is a process to identify, evaluate, and develop learning strategies that are outlined in a set of teaching materials more effectively and efficiently. Ministry of Education (2008) states that the

development of teaching materials starts from competency standards, basic competencies, indicators, learning materials, learning activities, and teaching materials. Based on the above references can be concluded that the development of teaching materials starts from identification of competency standards, identification of basic competencies, identification of indicators, identification of teaching materials and choosing teaching materials that are in accordance with the curriculum, designing learning activities, and choosing the type and compiling teaching materials.

Teaching materials are grouped into two large groups, namely printed and nonprinting teaching materials. According to Warpala (2011, p.23) teaching materials can be grouped into five categories based on the media used, namely audio teaching materials such as humans, sound recording, radio; print teaching materials such as books, newspapers, magazines, posters; visual teaching materials such as posters, photos, images; audio-visual teaching materials such as movies, videos; computer-based teaching materials such as materials computer-based teaching, computer assisted instruction. Based on the five categories of teaching materials above, teaching materials that will be used by researchers are included in printed teaching materials. Printed teaching materials can be interpreted as any material that contains about the material or the content of the lesson to achieve learning goals and poured using printing technology.

Characteristics of printed teaching materials are grouped into three. First, printed teaching materials must be prepared very clearly to help students in the learning process, both in teacher guidance and independently. Second, the teaching material contains everything in accordance with students' needs such as

materials to be studied, learning objectives, problem exercises, evaluation questions, answer keys and follow-up. Third, printed teaching materials must be able to trigger students to be active in learning them so that students can facilitate students in achieving the specified competencies.

2. The Nature of Handout

2.1 Definition of Handout

Handout is a teaching material that contains a summary of material from various sources relevant to basic competencies made by teachers to be guidelines and help students in the learning process. Handouts are widely used as instructional tools. According to Sanaky (2016, p.881) handouts are written learning resources which contain various important concepts from a part in one complete learning material or material. Then, Salirawati (2010) said handout is a concise teaching material that is useful to be a guideline and help students in the learning process. It means, handouts can be used by teachers to support learning by enriching information to enrich the knowledge of learners

In addition, Prastowo, (2015) state that handouts are teaching materials containing material according to basic competencies that are compiled briefly to make it easier for students to expand their knowledge so that they can easily achieve the desired competency goals. Handout have benefits to increase students' interest in learning, increase student activeness in the learning process, and also improve understanding of student concepts. While handout has other benefits, namely improving students' learning outcomes in the learning and teaching process, reducing the verbality of the material delivered. In short, Handout is a

printed teaching material that complements the material both given to textbooks and materials given orally.

Handout is a written teaching material that contains material concisely and is equipped with competency tests to hone students' abilities. Another opinion about handout is also said by Daryanto (2013) that handout is a learning medium that is one of the elements for support the achievement of learning goals. Meanwhile, a lecture handout can be defined as an instructional tool that complements a lecture resulting in improved understanding of information and test performance. Meanwhile, according to the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, article 20, among others, mentions the planning of the learning process including the syllabus and lesson plans, also need to understand about the development of the Learning Implementation Plan (RPP).

Handouts are relevant teaching materials to provide knowledge to learners. According to the Ministry of Education (2008) Handout is a teaching material in the form of writing from some literature relevant to the material prepared by teachers with the aim to enrich the knowledge of learners. This handout is used as a guide for English education students to learn about drama learning. The function of the handout is to complete the lack of material that has been given by the teacher, facilitate student understanding and the use of teaching materials can be studied together or independently without teacher guidance (Yaumi, 2013, p.21). Based on the explanation above, it can be concluded that handouts are teaching materials in the form of print media which are compiled briefly from a

combination of several literatures to make it easier for students to understand the subject matter.

Additionally, Prastowo (2015) states that handouts are teaching materials sourced from literature that are relevant to the subject matter and facilitate students in the learning process. Characteristics of handout teaching materials include rich information that provides a more complete frame of mind, teaching media a detailed description of the contents of the handout, handouts are given before starting the lesson. Handouts are teaching materials that can be said to be practical because the handouts contain material summaries, so students can immediately know the important parts of the material being studied.

2.2 The Steps for Compiling Handouts

The handout is prepared based on the applicable curriculum so that it includes the competencies that students must achieve. Eveline (2010) compiled the steps for making handouts. First, conducting a curriculum analysis, it is based on that handouts must be derived from the curriculum. Second, determine the title of the handout by adjusting the basic competencies and the main material to be achieved. Third, collect current and relevant references to the main material as writing material. Fourth, write handouts in simple, short, concise and clear sentences. Fifth, evaluate the writing by rereading it to find possible deficiencies. This step can be done by asking other people to read and provide input. Sixth, using various learning resources that can enrich the handout material, such as books, magazines, internet and research journals. Thus, the preparation of handouts must be derived from the curriculum. Handouts are usually additional

written materials that can enrich students' knowledge in learning to achieve their competencies.

The following are the steps to make a handout according to the Ministry of Education, (2008) analyze the curriculum, determine the title of the handout in accordance with the main character and basic competencies, collect references that are up to date and relevant to the material, the sentences used are not too long, evaluate handout, correct the shortcomings of handouts that have been found and use various sources to add handout material.

Handouts are prepared on the basis of basic competencies that must be achieved by students. Thus, handouts must be derived from the curriculum. Handouts are usually additional written material which can enrich students in learning to achieve their competence. The considerations that need to be made in choosing a handout are: the substance of the material has a close relevance to the basic competencies or subject matter that must be mastered by students; the material provides a complete explanation of the definition, classification, procedures, comparisons, summaries, and so on; dense knowledge; the truth of the material can be justified; sentences presented are short and clear; and can be taken from a book or the internet.

Handouts should be short and clear. Compilation handouts must also comply with existing procedures and requirements. The signs for the preparation of handouts can be identified as follows compose short words or sentences, easy to understand, full of keywords, attractive layout and appearance, given space or parts that are blank for the subject to learn to write something or need complete,

not at length so that it resembles a mini dictation, to be more interesting and provide variety, handouts are duplicated with different colored paper for different things / topics.

The elements that compose a handout are: 1) competency standards, is the goal that students achieve after given a subject which serves to provide general view of things that students master, 2) basic competence, is the goal to be achieved after attended the lesson for 1 meeting. Its function is for focus on students on the sub-subjects that are being faced, 3) the summary of the subject matter is the conclusions of the teaching materials that will be delivered or given to students and have been arranged systematically. Its function is to enable students to know the systematics of lessons that must be mastered, as well as to guide students in enrichment outside the classroom teaching process, 4) questions are problems that students have to solve, after he received or studied the subject matter, the solution to the problem was collected or assessed, then discussed together to help students train understand the subject matter to be taught, 5) reading sources. Is a book or any teaching material that will be used or a source of the subject matter given. The function is to further explore the subject matter to be delivered.

The preparation of teaching materials has several procedures in order to achieve maximum results. According to AzharArsyad (2005, p.90), the instructions for preparing interactive media handouts are present information in an amount that is properly digestible, processed and controlled. Information is divided into the smallest groups logically between 3 to 7 groups. The more complex the information, the less the number of items displayed in one

presentation, consider the results of observations and analysis of student needs and prepare exercises according to these needs, consider the results of student response analysis, how do students answering questions or doing exercises, preparing examples or suggest additional reading, prepare opportunities for students to be able to study accordingly student's ability and speed, use a variety of exercises and evaluations such as role playing, case study, race or stimulation.

The advantages of using media handouts according to AzharArsyad (2005, p.92) are can save time, can replace student notes, maintain the consistency of delivering material in class by the teacher, students can follow the lesson structure well, students will know the subject given by the teacher. It means, the use of handouts can help students to obtaining additional information is not necessarily easy quickly obtained from elsewhere, provide details of procedures or implementation techniques that are too complex when using audiovisual media, overly complex material which has been summarized in easy to understand notes.

The stages of handout development are evaluate the teaching materials used using basic competencies; based on the evaluation, decide on the material to be developed using handout; new or enrichment, decide on the contents of the handout, overview or summary; decide how to present: narrative, table, drawing, diagram, or combination of all these.

3. The Nature of Drama

3.1 Definition of Drama

Drama is a genre of literary work in the form of an essay that describes or illustrates the reality of life, character, and human behavior in which the story is

conveyed through roles and dialogue.According to Anton Prochazka (2009, p.7) said that Drama is a pedagogy that reaches students with intelligence with different learning styles. This is a learning model that involves the mind, body, senses, and emotions to create understanding for learning. Drama is a simple and active photograph of human nature. According to Asghar (2011) states drama is a just and lively image of human nature. Then, in the Dictionary of World Literature, drama means all performances who wear expression. Drama is a prose composition adapted to acting on stage, in which a story is related to the manner of dialogue and action and is represented with the movements, costumes, and scenes that accompany it as in real life.

Drama is a group activity that displays imagination and can be channeled into the form of expression. According to Hudson (2015) drama is a shared and co-operative activity which fires the individual and collective imagination. This can be channeled into forms of artistic expression, which may be written or spoken, individually or collectively expressed. Drama can provide these forms through which children's personal and interpersonal collective responses to literature can be explored and communicated. Its multisensory nature provides flexible structure to facilitate the abstracting, constructing, reconstructing, and communicating of meaning. The mind, body and emotions are given opportunities to connect and function together rather than separately, enabling children to make all round and interconnecting sense of their experiences and learning.

Drama is as a staged work of art that is a clone of human life. According to Waluyo (2002) drama is an imitation of human life projected on stage. Drama is also defined as a staged work of art (Kosasih,2017, p.202). Looking at the drama,

the audience seemed to see events in society. Sometimes the conflict presented in the drama is the same as their own inner conflict. Based on the book by Helen Nicholson, drama is a combination of thought, language and feelings in a variety of energetic and creative ways, although there are discernible practices in theater that students can acquire, achieving new understandings requires creative and personal engagement. Drama is the reflection of human life that presented by the characters in the stage. It always represents the habit, value, custom and the norm of the society. Abrams (1988, p.45) states that drama is the literary form designed for performance in the theater, in which actors take roles of the characters, perform the indicated action, and utter the written dialogue. Reaske (1966, p.30) cites that drama is a work of literature or a composition which describes life and human activity by means of presenting various actions and dialogues between a group of characters. So, we can claims that drama is the development of character and situation through speech and action.

Drama is a work of human imagination. According to Courtney (1980, p.7) defines drama as "the human process by imaginative thought becomes action, drama is based on internal empathy and identification, and leads to external impersonation". Based on the above presentation, the author concludes that drama is a work that contains very high art that can be displayed with dialogue or action based on the character of each character with the theme of life conflicts that are often faced by every human being. In addition to entertaining, drama is also loaded with moral messages that the author wants to convey for a picture for every human being.

3.2 The Elements of Drama Performance

Drama staging contains many elements that support each other and constitute the integrity of the performance. The following will discuss the elements that support drama performances in the opinion of AsulWiyanto (2002:31-45), namely:

a. **Script**

Drama script is a literary work that consists of building elements. Drama scripts include stories that are written in the form of dialogue and contain live plays of the characters. The drama script provides an overview of the performance that will be carried out, such as the theme, the mandate, the characters involved, the dialogue between the characters, the storyline that is built, the setting used, and so on.

b. **Director**

The director is the person who plays an important role and has the greatest responsibility in staging the drama. A director is in charge of choosing a drama script that is suitable for staging, selecting players who are in accordance with the characters in the drama, determining the stage setting, make-up, and fashion that will be used in the performance. The director's other main task is to direct the entire storyline, including the scenes performed by the players.

c. **Cast**

The cast is the person who acts out the entire play in the drama. Players imitate the whole story experienced by the characters in the drama script. The

number of players in a drama performance depends on the number of characters. However, the director reserves the right to increase or decrease the number of players if necessary.

d. Stage setting

Stage arrangement is the arrangement of the stage as a place for drama performances to take place. The stage is a place for drama actors to demonstrate stories under the direction of the director. The stage setting must be adjusted to the setting written in the script. This is supported by the provision of supporting tools called drama properties.

e. Make-up

Make-up is styling the players. The person in charge of makeup is the makeup artist. Makeup includes make-up of the players' faces to match the storyline.

f. Costume

Dressing is the arrangement of costumes used by players. The costume includes the clothes and jewelry that will be used by the players during the performance. A player can wear one costume during the performance or alternate according to the scene. Dressing must support the story that has been written in the script.

g. Sound system

Sound system is the arrangement of sound and music used in drama performances. The person in charge of the sound system is the sound engineer. The sound engineer must determine the loudness of the voices of the players and the music that accompanies the performance.

h. Lighting

The lighting aims to provide psychological influence of an actor and at the same time serves as an illustration (decoration) as well as a timepiece of the stage atmosphere that continues.

i. Audience

The audience is an important element in a performance. A performance will not be perfect if there is no audience. The audience usually adjusts to the story played in the drama. There are shows that are intended for audiences of all ages or only audiences of a certain age, such as children or adults.

3.3 Steps of Drama Performance

To perform a drama, there are several important things that must be considered related to success and not a good drama performance. To create a good drama performance should make preparations from pre-staging, when performance, and after the performance. Preparations are made among them:

a. Pre-staging

At this stage, a drama performance should make preparations before the staging is shown, namely in the form of the preparation stage and the training

stage. According to Tarigan (1985) the steps included in the preparation of pre-staging include:

b. Preparation Stage

In this stage there are several steps that must be taken, including:

1) Choosing a Story

   In this step is an activity to choose a story that will be staged in accordance with the purpose of staging. The selection of the script of the story as well must fulfill both the theme, plot, structure, and others. All of this must be determined as well as possible.

2) Get Author Written Permission

   If the staging of drama uses a script from the author, then it should have obtained permission and solved the issue of the author's honorarium.

3) Determining the Director

   In determining the director must be careful. A director must be responsible, trustworthy, brave, honest, has great will, and can lead. The function of the director determines the success of a drama. The director is a director on how the performance should be done. He is fully responsible for interpreting the script to be staged, and determining the theme of the performance that will support a play. A director also has the function of coordinating and directing all elements of a drama performance (players and properties), providing a basic

interpretation of the script, and with the director's skill in realizing a total (maximum) drama performance.

4) Choosing Assistant Directors

The assistants include set planners (decorations, lighting directors), stage leaders (staging motors), and assistant directors who can represent or replace the director at any time if needed.

5) Studying Scripts

This step aims to be able to recognize the theme, conflict, suspense and climax contained in the script that is being staged. These steps include; determine the best way of staging the story, analyze each character and their character and their relationship to each other, analyze the education and background of each character, plan a floor plan or stage plan related to lighting decorations, windows, and so on.

6) Compile a Workbook

This book contains the director's notes such as movements, expressions, breaths, and signs for players such as: light signs, sound effects, music, and others.

7) Selecting the Cast

Players must be chosen by people who can hold a roller or a role in appreciating the character that will be presented by him. Player selection can also be done by casting.

c. Level of Training

The stages that are present during training include:

1) Reading Training

This training aims to enable the actors to know the relationship with each other as well as the conflict, suspense, and climax found in the drama script.

2) Blocking Training

This exercise aims to determine the blocking of each player, namely the movement and grouping of players. Meanwhile, every movement, expression, must have meaning in the expression of the play that is brought by the player fairly and has the right reason.

3) Work Training

In practice, it is certain that the players have memorized the text along with their synchronous movements which will later describe the character and character that they carry naturally.

4) Smoothing Training

Smoothing exercises are aimed at making players really experience and play a good role in living up to the ups and downs, struggles, successes, and failures that will appear in the character he will play.

5) General Training

General training is the final exercise to prepare all the stage needs from the readiness of the players, stage employees, and others. This exercise is held to familiarize the players with the responses and reactions of the audience so that during the actual performance they are not nervous and totally ready.

d. Staging

The performance or premiere night is the climax of the results of the practice that has been taken for days, weeks, even months to stage the work in the form of acting/pretending in the form of drama performances. In drama performances, new acting is possible if there is a will in the heart. The will (intention) must be complemented by imagination (imagining something). To nourish the imagination in oneself can be done by frequently appreciating poetry and appreciating paintings (Wiyanto : 2000). When playing a drama, imagination is very important because actors have to "pretend" to be someone else. In pretending, an actor must be able to display a reasonable imagination, meaning that an actor does not display excessive imagination. In such situations, actors need visual memory (imagination). so that his pretense is not noticed by the audience. Actors must also be able to believe that those who play in the stage is reality.

e. Post – Staging

In post-performance, the performance that has already taken place is carried out with assessments of the elements contained in the drama, such as; kinesics (gestures), the use of player pronunciation, the use of pressure, language,

intonation and expression. There are also suggestions and criticisms of the performances that have been going on with the aim of understanding the shortcomings of the performances for reflection on the next performances.

3.4 Drama Rubric

The drama staging assessment sheet is used for assessment of the play staging practice test. The assessment sheet is used to report the results of assessments based on supporting factors in the staging of dramas. Rubric's assessment of the staging of the play can be seen in the following table.

Table 2.1

Rubric of Drama Performance

No	Aspect	Criteria	Score
1.	Expression	Students can adjust the dialogue according to the character played, spread views and master the situation in the cast.	5
		Can adjust the dialogue according to the character played, the view spreads throughout the space, less able to master the situation.	4
		Students are less able to adjust the dialogue according to the character played, the view is fixated on one direction and less able to master the situation.	3
		Students are lacking in adjusting the dialogue according to the character played, fixated on one and not mastering the situation.	2
		Students do not adjust the dialogue according to the character	1

		played, not in accordance with the dialogue.	
2.	Imagination	Students are very lively character of the character he plays, according to the plot and demands of the script.	5
		The imagination of the character of the character is already good, less following the plot and demands of the script.	4
		Students are less lively with the character,do not follow according to the storyline.	3
		Students do not live the character of the character in the story, and do not follow according to the storyline.	2
		students do not live the character of the character, deviated from the demands of the script.	1
3.	Motion	When the first appearance appears steady, movement is natural, adjusts the dialogue, can position the body (blocking) well.	5
		The first appearance looks steady, movement is natural, adjusts the dialogue, and less so can put themselves (blocking).	4
		The first appearance is a little hesitant, movement is natural less adjusting dialogue, less able to put themselves (blocking).	3
		The first appearance looks hesitant, the movement looks stiff, does not adjust the dialogue, cannot adjust (blocking).	2
		Looks so nervous and indecisive that the movement looks awkward, doesn't fit the dialogue.	1
4	Intonation	Students can adjust the pause appropriately, the intonation varies	5

		according to the demands of the script, the speech is fluent and does not falter.	
		Students can adjust the pause appropriately, the intonation varies according to the demands of the script, the speech is fluent but a little disjointed.	4
		Students can adjust the pause, the intonation is quite varied according to the demands of the script, the speech is not fluent, a little stammered.	3
		Students are lacking in setting pauses, monotonous intonation, speech is not smooth and stammered.	2
		Students can't even pause, talk as if reading and not clear	1
5.	Articulation	Loud, clear and understandable.	5
		Loud pronunciation, sounds quite clear and understandable, language is clear but not loud.	4
		Pronunciation is quite loud, sounds clear but not understandable.	3
		Pronunciation is low, audible, but not so clear and incomprehensible.	2
		Pronunciation is totally incomprehensible	1

Processed from Source: Harymawan (1993, p.45)

Table 2.2

Rubric of Drama Performance

No	Aspect	Criteria	Score
1.	Voice	Voice was loud and clear, words were easily understood	4
		Student spoke clearly but it was difficult to understand some of the script; could've been louder	3

		Voice and language was not very clear; could've been much louder	2
		Could not understand what was being said due to unclear and low speech	1
2.	Audience	Audience felt like part of the show	4
		Was aware and well-connected to the audience	3
		Needed more audience awareness and connection	2
		No audience awareness or connection at all	1
3.	Blocking	Good use of stage and movement did not turn back to audience	4
		Almost use entire stage turned away from audience only once or twice	3
		Could have used more of the stage; must concentrate on facing forward	2
		Needed more blocking always face audience and use the stage	1
4.	Script	Enticing vivid detail used in script / dialogue; evident reasons for the performance	4
		Script / dialogue was well written; considerable detail with good purpose	3
		Some detail used in script / dialogue; needed more of a purpose	2
		Script/dialogue contained no purpose and very little detail	1
5.	Memorization / Improvisation	Script was fully memorized; student improvised in place of lines	4
		Script was almost fully memorized some improvisation used to make up for missed lines	3
		Script was partially memorized; student did not attempt improvisation	2

		Script was not at all memorized; no improvisation used	1
6.	Facial Expression / Body language	Great use of gestures, facial expression and body movement	4
		Contained some facial expression, gesture & body movement	3
		Need more facial expressions gesture & movement	2
		Contained little to no facial expression, gesture or movement	1
7.	Overall	Committed cooperated & concentrated	4
		Semi-committed, concentrated & cooperative	3
		Almost committed, cooperative & concentrated	2
		No commitment, cooperation or concentration.	1
8.	Setting	Manipulates sound, objects, space and light and uses methapor to commicate a specific mood, feeling, idea or setting.	4
		Manipulates of sound, objects, and and space to communicate a mood, setting, idea or setting.	3
		Limited manipulation of sound, objects, and and space to communicate a mood, setting, idea or setting.	2
		Little evidence of manipulation of sound, objects, and and space to communicate a mood, setting, idea or setting.	1
9.	Properties	Uses props in a highly imaginative and creative way.	4
		Uses props to convey setting, character, or action clearly.	3
		Uses props to convey setting, character, or	2

No	Aspect	Criteria	Score
		action somewhat clearly.	
		Uses little or no props in such a way as to distract from the performance	1
10.	Team Work	Actions complement each other extremely well throughout.	4
		Actions complement each other much of the time.	3
		Actions rarely complement each other.	2
		Actions appear to have no connection to each other.	1

Source :Sozbilir (2014)

Table 2.3

Rubric of Drama Performance

No	Aspect	Criteria	Score
1.	Scenario	The subject of the scenario was completely appropriate, and the information provided was correct and satisfying.	4
		The subject of the scenario was appropriate to the purpose and the information provided was generally satisfactory.	3
		The subject of the scenario was appropriate for its purpose, but the information given was not satisfactory.	2
		The subject of the scenario was not appropriate to its purpose.	1
		There was no preparation.	0
2.	Content of roles	a. All of the roles in the game fully reflect the story and purpose. b. Proper preparations were made for the roles.	4
		a. The majority of the roles in the game fully reflect the story and purpose.	3

		b. Proper preparations were made for the roles.	
		a. A few of the roles in the game fully reflected the story and purpose. b. Very few preparations were made for the roles.	2
		a. None of the roles in the game fully reflected the story and purpose. b. Proper preparations were made for the roles	1
		There was no preparation.	0
3.	Sharing the roles	In the group, the role-sharing was done well, and all the students had different roles in play.	4
		Role-sharing was done in the group, and most of the students had different roles in play.	3
		Role-sharing was done in the group, but very few of the students had different roles in the game.	2
		There was no role-sharing in the group and some of the students had roles.	1
		There was no preparation.	0
4.	Role play	a. The role play of everyone in the group was remarkable. b. The language and gestures used by the group members in the role play were effective and appropriate. c. At the end of the event, the group's answers to the questions were all true. d. Group effectively used presentation time.	4
		a. The role play of everyone in the group was remarkable. b. The language and gestures used by the	3

		group members in the role play were effective and appropriate. c. At the end of the event, most of the group's answers to the questions were true. d. Group effectively used presentation time.	
		a. The role play of a few members of the group was remarkable. b. The language and gestures used by a few of the group members were effective and appropriate. c. At the end of the event, a few of the group's answers to the questions were true. d. Group effectively used presentation time.	2
		a. The role play of the group members was not remarkable. b. The language and gestures by the group members in the role play were not effective and appropriate. c. At the end of the event, all of the group's answers to the questions were wrong. d. Group effectively used presentation time.	1
		e. There was no preparation.	0

Source :Universal Journal of Educational Research (2019)

In this study, researchers used drama rubric by Sozbilir (2014), because some of the criteria and aspects assessed from the performance of the drama were more complete.

2. Review of Related Findings

There are a fewresearchthat have beenexecutedthrough researcher referring tocoaching media and drama performance. Additionally, the researcher changed intocollected to espouse thesestudies. Some of them are stated with their record as follows:

First studieschanged intoperformedthrough Vera SeptiAndrini, PunajiSetyosari, SitiZubaidah and SaedahUlfa (2017) entitled *"The Effect of Flipped Classroom Model via Handout and Virtual Approaches on Learning Outcomes for the Students of Universitas Terbuka Who Have Different Level of Motivation and Learning".* The studieslayout used on thisexamine is quasi experimental studieslayoutmodel of nonequivalent manipulateorganizationlayout 2x2 factorial evaluationmethod used Analysis of Variance (ANOVA). The consequencesconfirmed that there's a full-sizedistinction of on gaining knowledge ofconsequences for simpletechnologyidea practicum direction for Universitas Terbuka college students who be part of the Flipped Classroom gaining knowledge ofversionthroughthe use of handouts and digital approaches. There are full-sizevariations of gaining knowledge ofconsequencessimpletechnologyidea practicum direction for Universitas Terbuka college students who be part of the Flipped Classroom gaining knowledge of Model throughthe use of handouts and digital approaches. There is interplayamong the Flipped Classroom gaining knowledge ofversion and gaining knowledge of motivation at thecollege students' gaining knowledge ofconsequences on gaining knowledge ofconsequences for simpletechnologyidea practicum direction for Universitas Terbuka. The distinctionon thisexamine is the studieslayout used is quasi-experiment, whilst the

researchers used pre-experiment. The similarities on thisexamine is to take a look at the handout.

Second studieschanged intoperformedthroughMunevverSubasi, SuleymanAydin, and Sabriye Seven (2020) entitled *"The Effect Of Drama Technique On Students' Academic Performance And Permanence"* In this paper, the effect of Drama Technique on instructionalachievement of college students and permanence of gaining knowledge ofwith regards to static strength for 7thmagnificencenumber one School technology and Technology college studentschanged into investigated. In the examine a quasi-experimental examinechanged intofinished and a pretest-posttest manipulateorganization experimental layoutchanged into used. Aeasy random sampling approachchanged into used for the choice of the examine sample. Attention changed into paid to make certain that the manipulate and examineagencies be similar with one another. The information of the fundingchanged intoamassedcollectivelythroughinstructionalachievementtake a look at (pre-take a look at, post-take a look at and retention take a look at). To examine the informationchanged into assessed from investigation; the Independent Sample T-Test approachchanged into used for comparisons the extraordinaryagencies and the Paired Sample T-Test changed into used for paired comparisons in identicalagencies. According to the consequences of the evaluation of the post-take a look at and retention take a look at, the trying outorganizationchanged intogreater successful. Using the method of drama has a niceeffect on instructionalachievement and retention of gaining knowledge of for college

students. The distinctionon thisexamine is the studieslayout used quasi experiment, pre experiment. The similarities on thisexamine is the use of drama.

Third studiesbecomeperformedthrough Elis HomsiniMaolida and Liana Savitri (2017) entitled *"Encouraging Students' Involvement in Drama Performance".* This take a look at explores the implementation of diversetechniques to inspirecollege students' involvement in drama overall performance. The gifttake a look athired a case take a look atthroughwatchingthe lecturers' and college students' manner of drama guidance and overall performance. The findings display that there had beenas a minimum3techniquescarried out in encouraging college studentsto participate in drama overall performance actively: person award, taking partinstructions to carry out a story, and drama posters. The findings additionallydisplay that the lecturers and college students gave diverse responses towards the techniques. The effects of this take a look atmean that to get the premieregainof thesetechniques, the lecturerswant to have aextraspecifiedguidance, a higher time management, and consistency of their implementation. The distinctionon thistake a look at is the aimed to discover the implementation of diversetechniques to inspirecollege students' involvement in drama overall performance, at the same time as the researchers to take a look at the effectiveness of handout in drama overall performance. The similarities on thistake a look at is the equalstudiesdevicethe usage of drama overall performance.

Fourth studiesbecomeperformedthroughSuci Lestari, HeryYufrizal, and Ari Nurweni (2018) entitled *"Developing Students' Speaking Through Drama Performance Of SMK Negeri 1 Metro*". This studiesfactors out the

sizabledistinction of college students' speak theability and their elementsearlier thanand after the implementation of drama in SMKN 1 Metro. This is a quasi-experimental studies with one organization pre-check post-checklayout. It applies drama overall performance on college students' speak theability. The end result of statisticsevaluationsuggests that the pretest of speak the hasimplyrating 66.ninety three and the posttest has implyrating 74.ninety three. The end result of statisticsevaluationsuggests that sig (2 tailed) is 0.000. It method that sig (0.027) < α (0.05=2.919). It may be concluded that there'sdistinction of college students' speak theabilityearlier than and after taught through drama and there'ssizabledevelopmentamong pretest of speakthe and posttest of speak. In addition, primarily based totallyat the calculation, the researcher discovered out that the issue of fluency in speak theability as the second onestudiesquery and voice in drama overall performancebecause the1/3studiesquerymay becategorized to be the issue that improves the maximumon thisstudies. The distinctionon thistake a look at is the aimed to factors out the sizabledistinction of college students' speak theability and their elementsearlier than and after the implementation of drama, at the same time as the researchers to take a look at the effectiveness of handout in drama overall performance. The similarities on thistake a look at is the equalstudieslayoutthe usage of quasi-experimental studies.

Fifth studiesbecameperformedthroughSitorabonuPardayeva and HulkarSultonova (2019) entitled *"The Importance Of Using Handouts During English Lessons"* This studies highlights the significance of the use of handouts withinside thetechnique of getting to know English and suggestsuniquetechniques of making use of them with great materials. Furthermore, it introduces the results

and blessingsthat during fact, decorate pupil's getting to knowcompetencies and the way topick outsuitable handouts in keeping with their getting to knowpatterns or pop outin their interests.

And the remainingstudiesbecameperformedthrough Rayne Carolle N. Tulio (2022) entitled "*Teachme App: Digitized Handouts For Flexible Learning In English Amidst Pandemic".* The look at aimed to decide the results of digitized handouts the use of the TeachMe Mobile Application at the Magdalena INHS Senior High School college students' overall performance and mindsetin the direction ofgetting to know English. The informationamasseddiscovered that the TeachMe App's adaptability, accessibility, compatibility, ease of mobility, and valuehave been high. Adaptability has a medianrating of 3.80, accessibility has 3.80, compatibility attained a medianrating of 3.76, ease of mobility has a medianrating of 3.79, and value attained a medianrating of 3.78. In addition, out of one hundred fifty respondents, 121 respondents, or more or less 81% of the populacereplied that they spent much less than 500 pesos a month at the application. Another 12% declare, or approximately 18 respondents, country that they spend round 501 to one thousand pesos with the app. On the opposite hand, round 3% of the populacedeclare that they spend greater than 3000 pesos, which is set5 respondents this means that that the TeachMe App is likewise cost-effective. In totality, there's a full-sizedistinctionwithinside theimplyratings of the scholarsof their first semester grades the use ofrevealed modules and second-semester grades the use of digitized handouts. This approach that the usage of TeachMe App has a full-sizeimpact on the scholars' overall performance and mindsetin the direction of English. The distinctionon thislook at is the use
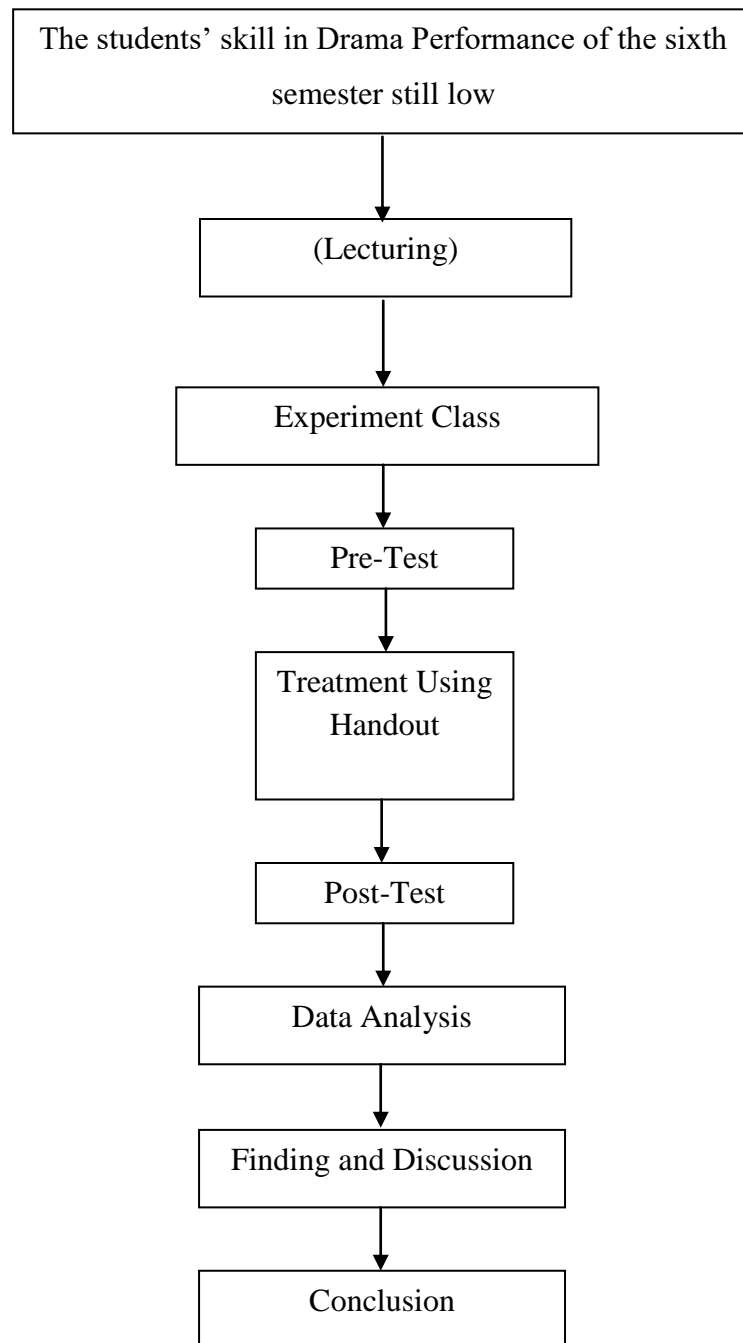
ofvirtual handout, even as the researcher the use ofrevealed handout. The similarities on thislook at is to take a look at the handout.

The precedingstudies above used as references, there have been similarities and distinctionamong the preceding researchers to this studies. The similarities have beenthe use of quantitative method, the use of pre-take a look at and post-take a look at as methodamassinginformation, the use of T-take a look atcomponentsto investigate the information. And the variations of this studies with the researcher studies they are: participant, grade of college students and college students' drama overall performance. The researcher performed the studies to take a look at the impact of the use of handout in college students' drama overall performance of the 6th semester of English look atsoftwarecollege of PasirPengaraian.

C. Conceptual Framework

A conceptual framework is a diagram used by the researcher as the concept in prepares the research. The conceptual framework can make it easier for the reader to understand the outline of the research; it will be carried out using the following diagram:

Figure1. Conceptual Framework of the Research

```
┌─────────────────────────────────────────────┐
│  The students' skill in Drama Performance    │
│  of the sixth semester still low             │
└─────────────────────────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │        (Lecturing)        │
         └──────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │     Experiment Class      │
         └──────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │         Pre-Test          │
         └──────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │     Treatment Using       │
         │         Handout           │
         └──────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │         Post-Test         │
         └──────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │       Data Analysis       │
         └──────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │   Finding and Discussion  │
         └──────────────────────────┘
                      │
                      ▼
         ┌──────────────────────────┐
         │        Conclusion         │
         └──────────────────────────┘
```

In the sixth semester of English study program, drama is one of the learning subject. Drama performance is one of the skills that must be mastered by students. From the conceptual framework above, the researcher wanted to

examine the effectiveness of handout in drama performance at sixth semester. The researcher was collected the data by observation and test. Then, students' skill in drama performance would be treatment by the handout teaching media. The handout teaching media that can help the students to increase their ability in drama. Through the handout, the students can improve their performance in drama. From the analysis, it would be found of the findings and discussion the effectiveness of handout in students' drama performance. Then, from the analysis, it would be found the conclusion of the research.

D. Hypothesis

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be state follows:

1.   The research Hypothesis (Ha) = There is significant effect of using handout teaching media towards students' drama performance at sixth semester of English study program university of PasirPengaraian.

2.   The Null Hypothesis (H_0) = There is no significant effect of using handout teaching media towards students' drama performance at sixth semester of English study program university of PasirPengaraian.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the description of research methodology used in this study. It consists of research design, setting of the research, population and sample, instrumentation of the research, the procedure of the research, technique of collecting the data, and technique of analyzing the data.

A. Research Design

This research was an experimental research. It means this research aimed to see the effect of the research variable and measure hypothesis (Eripuddin and Kasyulita, 2019). This research is designed as a pre-experimentalone group pre-test and post-test. The design of this study consisted of three stages to examine the pretest was carried out early before doing the treatment. Pretest was conducted to determine the level of student ability. Then after the results of the pretest, the next thing is to provide treatment or treatment given to see the results of further learning. The last stage is post-test, this stage is the same as evaluation given by lecturers to students or testing students after being given treatment. The one group pre-test and post-test design was used in accordance with the objectives to be achieved, namely knowing the effect of using handout teaching materials on drama performances in semester 6 of the English study program. In brief, the research can be designed by following table.

Table 3.1

Research Design

Pre-test	Treatment	Post-test
0_1	X	0_2

B. Setting of the Research

This research was conductedat the University of PasirPengaraian. It is located at TuankuTambusai Street, RambahHilir Sub District of RokanHulu Regency. The participants of this research arestudents in the sixth semester of English Study Program University of PasirPengaraian.

C. Population and Sample

2. Population

The researcher used the whole of the subject as the population. According to Sugiyono (2013:215) population is generalization region that consist of object, subject that have and certain characteristic who determined by researcher to be learned and to be concluded.A population element is a subject on which the measurement is being taken. It is the unit of study". The Population is the whole object or subject that is in one place and fulfills certain conditions related to the research problem. The population of this research is the sixth semester English Students University of PasirPengaraian, academic year 2021/2022 with the total 28 students. Furthermore, the population can be seen from the table below.

Table 3.2

Population of the research

NO	CLASS	TOTAL POPULATION
1.	Class A	22
2.	Class B	6
TOTAL		28

3. Sample

Sample is a part taken from the population. According to Sugiyono (2020, p. 127) the sample is part of the number and characteristics possessed by the population. In this research, the researcher will use total sampling. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2010). The reason for taking total sampling is because the total population is less than 100. The sample of this research consists of two classes, experimental class and control class. So in this research, the total of samples is same as the population, they are 28 students.

Table 3.3

Sample of the research

No	The Number of Students	Sample
1	28	Experiment Class

D. Instrumentation of The Research

The instrument is used to measure students' understanding in a particular subject to be observed. According to Scrheiber&Asner-Self (2011:126) an instrument is anything used to collect data, the researcher could be administering

a test or survey. In this research, the researcher wants to measure students' drama performance through handout teaching media.

1. **Observation**

    Observation is a data collection technique that has specific characteristics when compared to interview techniques and questionnaire. Observational data collection techniques are used when research related to human behavior, work processes, natural phenomena, and if the observed respondents are not too large (Sugiyono, 2012: 203). In the observation guidelines, direct observation is used to see an object of research. Where are the circumstances and conditions observed during the learning process.

2. **Test**

    The tests are to know the effect of using handout on students' drama performance at sixth semester English study program university of PasirPengaraian. In this research, the researcher use test. The instrument is drama performance test. It is used to measure student's skill in drama performance. Then, it is to find out the students' skill in drama performance after applying the handout teaching media. The test consist of pre-test and post-test. The pre-test not use handout. In this research, for pre-test is give same test to students and the test is drama performance.

    The post-test use to find out the students' drama performance after the treatment are given teaching with drama handout. In this research, for post-test is given same test to students and the test is drama performance.

E. Procedure of the Research

There were some activities conducted by the researcher in control class such as conducted pre-test, used a conventional technique in teaching drama and gave post-test. The description of those activities could be seen below.

1. The Procedure of the Research for Experiment Class

In experiment class, the researcher used handout teaching material to taught drama performance. During the treatment process, the researcher did some teaching activities in the classroom related to teaching drama performance using handout teaching material to the students.

Table 3.4

Procedure for Experiment Class

No	Teaching Activities	Description
1.	Pre-Test	1. The researcher checked students' attendance 2. The researcher gave a drama performance test to the students
2.	Treatment	**Step 1** **Teacher** opened the class by greeting to the students and explained in brief what they were going to do in the meeting. **Students** pay attention to the teacher's explanation and introduction, gave comment or questions. **Step 2** **Teacher** divided students into two groups and

		gave the copies of drama script and asks them to read and discuss the script.
		Students did what the teacher asks and then discussed the script.
		Step 3
		Teacher helped students to find some elements of drama on the handout.
		Students learn the elements of drama.
		Step 4
		Teacher share andexplained the drama performance techniques based on handout teaching materials.
		Students conduct a discussion about the technique of staging drama.
		Step 5
		Teacher asksed the students to divide into groups for drama performances, then students memorize drama scripts, do rehearsals, and make preparations for drama performances.
		Students understand the drama script, then do rehearsals and preparations for drama staging.
		Step 6
		Teacher asked them to do the final rehearsal for the drama performance
		Students do the final rehearsal for the drama performance.
3.	Post-Test	1. The researcher checked students' attendance
		2. The researcher gave a post-test of drama performance.
		3. The researcher evaluated the result of the test.

F. Technique of Collecting the Data

The data collecting is the successive step to conduct. According to Hasan (2004:17) data collection is intended as recording events or characteristics of some or all elements of the population. In this research, there were some steps to collected the data: First, prepare a test instrument, which is to provide information to students to perform drama performances. Second, the researcher gave a pre-test to the experimental class. Pre-test aimed to know the basic abilities of students in their drama performances, did they have good knowledge about drama performance or not. It was proved by pre-test. Third, the researcher taught the students and gave treatment. The researcher used handout teaching material in experiment class. Fourth, the researcher gave post-test to the class. It was being given after the treatment will finish. Post-test was purposed to know the result of students' achievement in drama performance after they use handout teaching material for improving their drama performance. The result of post-test compared with the result of pre-test, was it the result of pre-test more high than post-test and on the contrary, or the result both pre-test and post-test is same. Last step, the researcher got the data from pre-test and post-test, next the data was analyzed by using Statistical Package for Social Science (SPSS).

G. Technique of Analyzing the Data

After the researcher got the data from pre-test and post-test, they were analyzed and processed. The data is calculated by using Statistical Package for Social Science (SPSS).

1. Normality Data

   According to Niati and Annajmi (2020:33) normality test is aimed to see whether the data normally distribute or not.

Statistical Hypothesis:

H_0 = The data of pre-test and post-test in experiment class and control class are normally distributed

H_a = The data of pre-test and post-test in experiment class and control class are not normally distributed

This was used to determine the slope formula. If sig. ≥ 0.05 the data was norm and H_0 is accepted. But, if sig. ≤ 0.05 the data is not norm and H_0 is rejected.

2. Homogeneity Data

   According to Niati and Annajmi (2020:39) homogeneity test is used to seen whether the two sets of data have a homogeneous variance or not.

Statistical Hypothesis:

H_0 = Both variance is homogeneous

H_a = Both variance is not homogeneous

If both of the samples werenormal, next continue to the second test of homogeneity of variance.If sig. ≥ 0.05 the datahomogenous and H_0 is accepted. But, if sig. ≤ 0.05 the data is not homogenous and H_0 is rejected.

3. Hypothesis Test

   To analyzing the data, the researcher used T-test. It used to examine the significant effect between using handout teaching material and without using handout teaching material in post-test. The researcher used independent sample T-

test to measure the data. Provisions sig. $\geq 0.05 = H_0$ is accepted and H_a is rejected and if sig. $\leq 0.05 = H_a$ is accepted and H_0 is rejected or t-value > t-table = H_a was accepted and H_0 was rejected. But, if t-value < t-table = H_0 is accepted and H_a is rejected.

Hypothesis test was done to determine whether there was significant effect of using handout teaching material on students' drama performance at the sixth semester students of English study program University of PasirPengaraian.

H_a = There is significant effect of using handout teaching material on students' drama performance at the sixth semester students of English study program University of PasirPengaraian.

H_0 = There is no significant effect of using handout teaching material on students' drama performance at the sixth semester students of English study program University of PasirPengaraian.

Table 3.5

Scoring Rank

Percentage	Category
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

(Riduwan,2010)

To find out many students who got the percentage poor, fair, average, good and excellent the researcher using formula :

$$P = \frac{F}{N} \times 100\ \%$$

P = Percentage of students

F = Number Percentage of each letter case

N = Number of students