

APPENDICES

Appendix A

Interview Guidelines

1. Interview Guide for Students

The interviews aim to explore students' perceptions, experiences, and reflections on improving their speaking skills through project-based learning (PBL) in drama.

Sections and Sample Questions:

- **Introduction and Background:**
 - a. Could you share your experience participating in the drama project?
- **Impact on Speaking Competence:**
 - b. In what ways has the drama project helped improve your speaking skills?
 - c. What challenges did you face while speaking in English during the project?
- **Engagement with PBL:**
 - a. How did work in a project-based setting influence your confidence in speaking English?
- **Overall Reflection:**
 - a. What aspects of the drama project would you suggest improving?

Appendix B

Observation Checklist

Used to observe students' performance and interaction during the drama project.

Key Indicators:

- Level of participation in group discussions.
- Fluency and pronunciation in English during rehearsals.
- Confidence and creativity in performing drama.
- Collaboration and problem-solving within the group.

Here is the observation checklist table. This table ensures clarity in monitoring and assessing students' performance in the drama project.

No	Student Name	Level of Participation in Group Discussions	Fluency & Pronunciation in English (Rehearsals)	Confidence & Creativity in Performing Drama	Collaboration & Problem-Solving	Additional Notes
1		☐ Low	☐ Poor	☐ Low	☐ Poor	
		☐ Medium	☐ Adequate	☐ Medium	☐ Adequate	
		☐ High	☐ Excellent	☐ High	☐ Excellent	

Explanation of Columns:

- Level of Participation in Group Discussions: Observes how actively students participate in group discussions.
- Fluency & Pronunciation in English: Assesses the fluency and pronunciation of English during rehearsals.
- Confidence & Creativity in Performing Drama: Measures the level of confidence and creativity in performance.
- Collaboration & Problem-Solving: Observes teamwork and problem-solving skills within the group.
- Additional Notes: A space for recording unique observations or important events.

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Appendix C

Student Performance Rubric

Rubric for Students' Speaking Performance

Criteria	Excellent (85-100)	Good (75-84)	Fair (55-74)	Needs Improvement (0-54)
Fluency	Speaks smoothly with natural pacing, minimal hesitation, and appropriate use of pauses; very engaging.	Speaks mostly fluently with some hesitation; pacing is generally consistent.	Frequent hesitations or pauses disrupt understanding; limited ability to maintain flow.	Significant pauses, frequent hesitations, or very slow delivery make speech difficult to follow.
Pronunciation	Pronounces words clearly and accurately; excellent stress, rhythm, and intonation.	Pronunciation is mostly clear; minor errors do not affect meaning.	Errors in pronunciation, stress, or intonation sometimes hinder understanding; some mispronounced words.	Frequent pronunciation errors significantly hinder comprehension and make speech unclear.

Scoring and Calculation

- **Maximum Score per Criterion:** 100 points
- **Minimum Passing Score per Criterion:** 75 points
- **Total Score:** (Pronunciation Score + Fluency Score) / 2
- **Passing Criteria:** Total Score ≥ 75

Example Calculation

- **Pronunciation:** 78
 - **Fluency:** 82
- Total Score:** $(78+82)/2=80$ $(78 + 82) / 2 = 80$ $(78+82)/2=80$
- Status:** Tuntas

Interpretasi Skor

1. **Tuntas (≥ 75):** Siswa telah memenuhi standar minimal untuk kedua kriteria.
2. **Belum Tuntas (< 75):** Siswa perlu perbaikan dalam fluency, pronunciation, atau keduanya.

Appendix D

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 4 Cimahi
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : IX (Sembilan) / Genap
 Materi Pokok : Narrative Text
 Alokasi Waktu : 8 pertemuan x 2 JP

A. Komponen Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
 KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya
 4.7 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales

C. Indikator

1. Mengidentifikasi Fungsi Sosial Teks Naratif
 Siswa mampu mengidentifikasi fungsi sosial dari teks naratif pendek (fairy tales) yang disajikan secara lisan atau tulis.
2. Mengidentifikasi Struktur Teks Naratif
 Siswa dapat menunjukkan bagian-bagian dari struktur teks naratif seperti orientasi, komplikasi, dan resolusi dalam teks fairy tales.
3. Menjelaskan Struktur Teks Naratif Secara Lisan
 Siswa dapat menjelaskan bagian-bagian dari struktur teks naratif (orientasi, komplikasi, resolusi) secara lisan dengan menggunakan contoh dari fairy tales
4. Mengidentifikasi Unsur Kebahasaan Teks Naratif
 Siswa mampu mengenali dan memberikan contoh penggunaan unsur kebahasaan (seperti past tense, conjunctions, dan kata sifat) dalam teks fairy tales.

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5. Menganalisis Persamaan dan Perbedaan Teks Naratif
Siswa dapat membandingkan persamaan dan perbedaan fungsi sosial, struktur, serta unsur kebahasaan dari dua teks fairy tales yang berbeda.
6. Menyimpulkan Makna Kontekstual Teks Naratif
Siswa dapat menangkap dan menyimpulkan makna teks naratif secara kontekstual sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya.
7. Membaca dan Menyampaikan Fairy Tales Secara Lisan
Siswa mampu membaca dan menyampaikan teks naratif pendek (fairy tales) dengan intonasi dan pelafalan yang tepat sesuai dengan fungsi sosialnya
8. Menyimpulkan Makna Kontekstual dari Teks
Siswa mampu menyampaikan makna kontekstual dari teks naratif secara lisan sesuai dengan fungsi sosial dan konteks penggunaannya

D. Materi Pembelajaran

1. Fungsi Sosial
Memberikan hiburan dan pelajaran moral.
Contoh: *The Lion and the Mouse* mengajarkan tentang kebaikan hati.
2. Struktur Teks Naratif
 - a. Orientation: Memperkenalkan karakter dan latar.
 - b. Complication: Permasalahan utama cerita.
 - c. Resolution: Penyelesaian permasalahan.
3. Unsur Kebahasaan
 - a. Past tense: Once upon a time, there was a lion.
 - b. Adverb of time: Long ago, one day.
 - c. Conjunction: Then, but, so.
4. Latihan Interaktif
 - a. Membaca dan menganalisis cerita pendek fairy tales.
 - b. Menulis ulang cerita dengan akhir berbeda.
 - c. Bermain peran sebagai karakter dalam cerita.

E. Model Pembelajaran

Pendekatan	: Project Based-Learning (PBL)
Model	: role play, proyek drama
Metode	: diskusi kelompok, tanya jawab, simulasi
Strategi	: kerja kelompok, tugas mandiri, menyediakan game dan ice breaking

F. Media dan Bahan

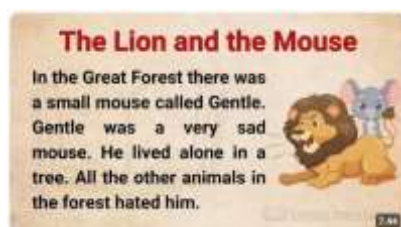
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1. Video Pembelajaran Teks Naratif: Fairy Tales

Video YouTube yang menjelaskan struktur dan fungsi sosial teks naratif, seperti *The Lion and the Mouse* atau *Cinderella*. Misalnya, Learn English Through Story: The Lion and The Mouse, <https://www.youtube.com/watch?v=zz38LdVXIgo>



Tujuan: Siswa dapat melihat contoh nyata narasi lisan.

2. Interactive Fairy Tale Quizzes

Situs seperti Kahoot! atau Quizizz yang menyediakan kuis interaktif terkait fairy tales. Contoh kuis:

<https://quizizz.com/admin/presentation/63917beee1cbfb001e750f1d/the-lion-and-the-mouse>



3. Story Reenactment Activities (Reka Adegan)

Menggunakan video tutorial bermain peran yang diunggah di YouTube seperti Drama Activities for Kids untuk membantu siswa berlatih berbicara berdasarkan cerita fairy tales.



4. Worksheet dan Latihan Interaktif

Unduh bahan ajar dari platform seperti PMM atau Scribd untuk worksheet naratif.

5. Aplikasi Mobile

Aplikasi seperti Duolingo Stories membantu siswa memahami narasi pendek dalam bentuk latihan mendengarkan dan membaca.

https://www.youtube.com/watch?v=dQfDPui2Ceg&list=PLczwRNBjiLo1AYqh-5deAh6Dzq66k_oPg



G. Sumber Belajar

Buku sumber siswa : Bahasa Inggris Kelas IX SMP / MTs - Think Globally Act Locally dan Students Worksheet dan Internet.

H. Langkah-langkah Pembelajaran

PENDAHULUAN
1. Guru memberi salam dan mengajak peserta didik untuk berdoa. 2. Guru mengecek kehadiran. 3. Guru mempersiapkan siswa secara fisik dan mental untuk menerima materi ajar hari ini dengan mengajak siswa mempraktikkan Teknik STOP (<i>Latihan Kesadaran Diri -pengelolaan stress</i>). 4. Guru menyampaikan apersepsi (menanyakan peristiwa, pengalaman atau kejadian yang pernah dialami oleh murid yang sudah terjadi), tujuan pembelajaran, kebermanfaatan materi, model pembelajaran yang akan diterapkan, teknik penilaian yang akan diterapkan dan keyakinan kelas yang sudah disepakati bersama. (<i>Diferensiasi proses berdasarkan kesiapan belajar siswa</i>). 5. Guru memajang 2 gambar tentang narrative text, kemudian guru meminta siswa menebak apa yang ada di dalam gambar tersebut (<i>Diferensiasi proses berdasarkan kesiapan belajar siswa</i>). 6. Guru memberikan pertanyaan pemantik: <i>Have you ever heard folktales such as 'Malin Kundang' or 'Sangkuriang'?</i> <i>What do you remember from these stories?</i> <i>Objective: To provoke students' memories of Narrative Text that may be familiar.</i> <i>What do you think is the purpose of stories like fairy tales or legends?</i>

Objective: To direct students to understand the social function of Narrative Text.

Can you name other examples of Narrative Text stories besides Indonesian folktales?

Objective: To identify different types of narrative texts, including those from other cultures.

Have you ever thought about what moral messages are usually contained in a story? Why is it important?

Objective: To motivate students to look at moral values in Narrative Text.

If you could create your own story, what kind of story would you like to write?

Objective: To help students think creatively and relate learning to their personal experiences.

KEGIATAN INTI

• **Pendahuluan** (Pertemuan 1 - Sesi 1)

- Guru menjelaskan tujuan pembelajaran dan proyek yang akan dilaksanakan.
- Guru memberikan contoh teks naratif (misalnya: *Bawang Merah dan Bawang Putih*).
- Diskusi kelas untuk memahami unsur kebahasaan dan fungsi sosial dari teks naratif tersebut.

• **Penjelasan Proyek** (Pertemuan 1 - Sesi 2)

- Guru membagi siswa menjadi 4 kelompok, masing-masing diberikan topik drama (*Frozen*, *Snow White*, *Sangkuriang*, *Bawang Merah-Bawang Putih*).
- Setiap kelompok diberi tugas membuat skenario berbasis teks naratif mereka.

• **Penelitian dan Penyusunan Skenario** (Pertemuan 2-3)

- Kelompok mencari informasi dan referensi terkait cerita mereka.
- Menulis skenario dan dialog drama.
- Guru memberikan umpan balik dan bimbingan.

- **Latihan dan Penyempurnaan Drama** (Pertemuan 4-5)
 - Kelompok mulai berlatih peran masing-masing.
 - Guru membantu mengarahkan penampilan, memperbaiki intonasi, ekspresi, dan pengucapan.
- **Rehearsal dan Penilaian Formatif** (Pertemuan 6-7)
 - Kelompok melakukan latihan penuh (*rehearsal*) di depan kelas.
 - Guru memberikan evaluasi formatif terhadap penguasaan materi (fungsi sosial dan unsur kebahasaan).
- **Penampilan dan Refleksi** (Pertemuan 8)
 - Kelompok menampilkan drama mereka.
 - Siswa lain memberikan umpan balik, sementara guru menilai keterampilan berbicara serta pemahaman teks naratif.
 - Sesi refleksi: Diskusi tentang apa yang telah dipelajari dan bagaimana proyek ini meningkatkan keterampilan mereka.

PENUTUP

1. Peserta didik dan guru merefleksikan pembelajaran pada pertemuan ini.
2. Guru memberikan link soal sebagai penugasan mengenai pemahaman konsep pengertian, ciri-ciri, dan struktur *narrative text*.
3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya yaitu menyusun *narrative text*.
4. Menutup pembelajaran dengan pesan mulia, bacaan hamdalah dan doa.

I. Penilaian

Berikut adalah rubrik penilaian berbicara dalam penampilan drama berbasis pembelajaran proyek:

Rubrik Penilaian Berbicara dalam Penampilan Drama

Kriteria	4 (Sangat Baik)	3 (Baik)	2 (Cukup)	1 (Perlu Perbaikan)
Pelafalan	Pelafalan jelas, akurat, dan alami dengan kesalahan minimal atau tidak ada.	Pelafalan umumnya jelas dengan beberapa kesalahan yang tidak	Pelafalan memiliki beberapa kesalahan yang mungkin mengganggu pemahaman tetapi	Pelafalan sering salah, sehingga sulit dipahami oleh audiens.

Kriteria	4 (Sangat Baik)	3 (Baik)	2 (Cukup)	1 (Perlu Perbaikan)
	Intonasi sangat sesuai.	mengganggu pemahaman.	masih dapat dimengerti.	
Kelancaran	Ucapan mengalir lancar dengan tempo yang alami dan sedikit atau tanpa keraguan.	Ucapan umumnya lancar dengan sesekali keraguan atau koreksi diri.	Ucapan menunjukkan keraguan yang cukup sering atau tempo tidak merata, memengaruhi kelancaran keseluruhan.	Keraguan sering dan jeda panjang sangat mengganggu kelancaran berbicara.

Skor:

- **12-10 poin:** Performa sangat baik
- **9-7 poin:** Performa baik
- **6-4 poin:** Perlu peningkatan
- **3-0 poin:** Performa kurang

Rubrik ini menekankan akurasi pelafalan, kelancaran dalam berbicara, dan kemampuan untuk tampil percaya diri, yang penting untuk meningkatkan kemampuan berbicara siswa dalam konteks drama

J. Refleksi Pembelajaran

Berikut adalah beberapa pertanyaan refleksi yang dapat diberikan kepada siswa setelah pembelajaran drama dan penilaian berbicara:

- 1. Bagaimana perasaan kalian saat berpartisipasi dalam kegiatan drama?**
Apakah kalian merasa lebih percaya diri dalam berbicara bahasa Inggris?
Mengapa?
- 2. Apa yang kalian pelajari tentang pelafalan, kelancaran, dan kepercayaan diri selama pembelajaran ini?**
Bagian mana yang menurut kalian sudah baik, dan apa yang perlu ditingkatkan?
- 3. Bagaimana drama membantu kalian dalam memahami penggunaan bahasa Inggris dalam kehidupan nyata?**
Adakah contoh situasi yang bisa kalian kaitkan?
- 4. Bagaimana kerja sama dengan teman-teman dalam kelompok memengaruhi performa kalian dalam berbicara?**
Apa manfaat bekerja dalam kelompok untuk meningkatkan keterampilan berbicara kalian?

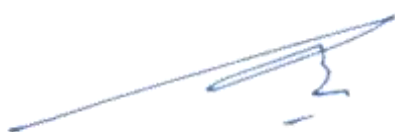
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5. **Apa tantangan terbesar yang kalian hadapi saat berbicara dalam drama, dan bagaimana Anda mengatasinya?**
Adakah strategi yang kalian gunakan yang menurut Anda efektif?
6. **Dari aspek penilaian (pelafalan, kelancaran, kepercayaan diri), mana yang paling sulit dan mengapa?**
Bagaimana kalian berencana untuk memperbaikinya di masa depan?
7. **Bagaimana pengalaman ini memengaruhi pandangan kalian terhadap pembelajaran bahasa Inggris?**
Apakah kalian merasa lebih termotivasi untuk meningkatkan keterampilan berbicara kalian?

Kepala Sekolah,



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Guru Bahasa Inggris,



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Appendix E

Research Implementation Timeline

Research Implementation Timeline

No	Day	Date	Activities	Remarks
1	Tuesday	17/9/2024	Discussing the Social Function of Narrative Texts and identifying the types of narrative texts	Learning conducted in the classroom by teachers and students according to the lesson plan.
2	Thursday	19/9/2024	Understanding the structure of narrative texts	
3	Tuesday	24/9/2024	Studying and explaining the linguistic features of narrative texts	
4	Thursday	26/9/2024	Practicing students' understanding of simple past tense	
5	Tuesday	1/10/2024	Storytelling practice test session I (10 students)	Students choose one story and take turns performing in front of the class.
6	Thursday	3/10/2024	Storytelling practice test session II (15 students)	
7	Tuesday	7/10/2024	Storytelling practice test session III (15 students)	
8	Thursday	11/10/2024	Formative Test (Midterm Examination)	Written questions related to the narrative text material taught.
9	Tuesday	15/10/2024	PBL – Step 1 – Choosing the project topic	Observation 1
10	Thursday	17/10/2024	PBL – Step 2 – Pre-communicative activities	
11	Tuesday	22/10/2024	PBL – Step 3 – Asking essential questions	
12	Thursday	24/10/2024	PBL – Step 4 – Designing the project plan	
13	Tuesday	29/10/2024	PBL – Step 5 – Creating the project timeline	Observation 2
14	Thursday	31/10/2024	PBL – Step 6 – Completing the project	
15	Tuesday	5/11/2024	PBL – Step 6 – Completing the project	

16	Thursday	7/11/2024	PBL – Step 6 – Completing the project	
17	Tuesday	14/11/2024	PBL – Step 7 – Assessing the project results - Final Performance and Observation	Observation 3
18	Thursday	19/11/2024	PBL – Step 8 – Evaluating the project - Storytelling II / Re- telling the drama performance	Observation 4
19	Tuesday	21/11/2024	PBL – Step 8 – Evaluating the project - Storytelling II / Re- telling the drama performance	
20	Thursday	26/11/2024	Reflection / Questionnaire Completion	Observation 5

Appendix F

Sample of Drama Script

DRAMA SCRIPT – FROZEN

Lead Cast :

1. Raisya: Elsa
2. Zahra: Anna
3. Reyhan: Kristoff
4. Garland: Hans
5. Kayla: Olaf
6. Troll 1: Varihha
7. Troll 2: Yuli
8. Troll 3: Andra
9. Troll 4: Gerard
10. Grand Pabbie: Fachri

Supporting Cast :

11. Guard: Reyes
12. Waiter 1: Fairuz
13. Waiter 2: Ajkia
14. Waiter 3: Rusly
15. Waiter 4: Haikal
16. Dancer 1: Felicia
17. Dancer 2: Nabila
18. Dancer 3: Nadine
19. Dancer 4: Ramaniya
20. Dancer 5: Salsabila

Narator : One day in the Kingdom of Arendelle, there lived two princess named Elsa and Anna. They lived happily together with their parents. Elsa, has the power to freeze anything touched. Almost every day she invited her sister to play in the snow. Until finally, they accident came... Elsa freezes Anna.... So Elsa be deported by her parents. How ever, for years Anna has always wanted to play in the snow with Elsa.

Anna: * Sings Do You Wanna Build a Snowman *

Narator: Anna never give up on inviting Elsa to play for years. Until grown girls. 3 years ago, their parents died.

(Photographs of Elsa and Anna's parents are brought and then covered with cloth.)

Anna: * Continue sings Do You Wanna Build a Snowman *

Elsa & Anna: * Sings the song For The First Time in Forever *

(Anna bumped into Hans.)

Hans: I'm so sorry are you hurt?

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Anna: Uh no, no I'm okay.

Hans: Are you sure?

Anna: Yeah i just wasn't looking.

Hans: Oh thanks goodness.

(Helped Anna stand up.)

Hans: I'm prince Hans of the Southern Isles.

Anna: Princess Anna of Arendelle.

Hans: My lady, i'd like to formally apologize for hitting the princess of Arendelle.

Anna: I better, i have to go.

Anna : Bye!

Hans : Bye!

(After installing the Elsa crown)

Guard: Queen Elsa of Arendelle. Princess Anna of Arendelle.

Elsa : Hi.

Anna : Hi me...? Oh. Um. Hi.

Elsa : You look beautiful.

Anna : Thank you. You look beautifuller. I mean, not complete. But
More beautiful.

Elsa : Oh, thank you.

Anna : Let's meet another guest!

(Anna and Hans are meeting.)

Anna & Hans: * Sings Love Is An Open Door *

(They ended up dancing all night and both fell in love. Hans proposed Anna.)

Anna : C'mon, Elsa has to know this.

Anna : Elsa! I mean... Queen... May I present, Prince Hans of the Southern Isles.

Hans : Your Majesty. We want your... blessings... from... our wedding!

Elsa : A wedding?

Anna : Yes

Elsa : I apologize. I was confused.

Anna : But why Elsa? We have a crush.

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Elsa : I'm sorry Anna. I don't agree. (leaves Anna)

Anna : Wait! (Anna accidentally opens Elsa's glove and Elsa was afraid and fled to the snow mountain.)

Narator: Elsa was scared. She left the place and went to an iceberg where there was no one there.

Anna : This is my fault. I have to chase her.

Hans : Anna, no. It's too dangerous.

Anna : Elsa is not dangerous. I'll bring her back and I'll make this right.

Hans : I'm coming with you.

Anna : No, I need you here to take care of Arendelle.

Elsa : * Sings Let It Go *

Narator: According to his promise, Hans stays well Arendelle. Meanwhile on the way, Anna met a handsome man and a deer.

Anna: Hi. I'm Anna. I'm the princess of Arendelle. Did you see a queen walking in a snowstorm?

Kristoff: Hi, I'm Kristoff and I've never seen a queen walk in a snowstorm.

Anna: Oh, okay. Will you accompany me to find my sister on the mountain?

(Anna and Kristoff arrive at an ice-based kingdom.)

Anna: Wooww. So awesome. (Olaf arrives)

Olaf: Hi, I'm Olaf and I love warm hugs.

Anna: A snow? Do you speak the language?

Anna: Wait... Olaf? Olaf!

Olaf: Yes, you must be Anna. Want to see Elsa? I'm here with you.

Anna: Elsa... I know you're there. It's me Anna.

Elsa: Anna?

Anna: Wow. This place is amazing.

Elsa: Thank you.

Anna: I'm sorry about what happened. If I had known...

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Elsa: No, it's okay. You don't have to apologize. But you should probably go, please.

Elsa & Anna: * Sings For The First Time in Forever - Reprise*

Elsa: What?

Anna: It's okay, you can just thaw it out.

Elsa: No, I can't. I don't know how

Anna: Of course you can.

Elsa & Anna: * Continue sings For The First Time in Forever - Reprise*

(The magic hits Anna's heart.)

Kristoff: Anna, are you okay?

Elsa: I'm sorry. It's just... You should go.

Kristoff: Anna, I think we should go.

Anna: I can't go without Elsa.

Elsa: Yes, you are.

(They leave the ice palace)

(They come to the troll's place and are approached by several trolls)

Anna: trolls? (The trolls look at Anna)

Troll 1: Kristoff brings girls! (Troll 2 approaches Anna)

Troll 2: She's the perfect girl!

Trolls 1,2,3,4: (Sings fixer upper song.)

(Suddenly Anna feels pain and falls, then Kristoff hugs Anna)

Kristoff: Anna!

Grand pabbie: What happened? (Checking on Anna)

Grand pabbie: Only true love can heal you.

(Anna's situation was getting worse. She soon met with Hans.)

Anna: She froze my heart and only an act of true love can save me.

Hans: If I had to marry, I would choose Elsa, queen of Arendelle. You have nothing. I don't love you.

(Hans grabbed Anna and took her away)

(Hans fight with Elsa and attacks Elsa using a sword, Anna blocks Hans and Anna is frozen into ice)

(Hans falls and Elsa hugs Anna who is frozen)

Elsa: Anna. Don't leave me alone.

(Elsa hugs Anna. Anna's body isn't frozen anymore.)

Olaf: An act of true love will melt a frozen heart.

Narator : The kingdom of Arendelle isn't frozen anymore. Elsa and Anna live happily with their loving citizens Kristoff, Olaf, Sven and Arendelle.

Appendix G

Documentation of PBL Process

Figure 1

Students' Learning Activities in Class



Figure 2

Practical Speaking Test 1 – Storytelling



Figure 3

Choosing the Project Topic



Figure 4
Pre-Communicative Activities



Figure 5
Students' Roleplay Activities



Figure 6
Asking Essential Questions



Figure 7
Designing the Project Plan



Figure 8
Creating the Project Timeline



Figure 9
Rehearsing and Practicing



Figure 10
Drama Performance



Figure 11
Evaluating the Project

