

**A DESCRIPTIVE STUDY OF VOCABULARY AND READING
COMPREHENSION ACHIEVEMENT THROUGH DRAMA
ACTIVITIES OF THE THIRD YEAR STUDENTS
AT SLTP N 2 JEMBER**

THESIS

Presented as one of the requirements to obtain the degree of S-1 at the English
Program of the language and Art Education Department,
in the Faculty of Teacher Training and Education,
The University of Jember



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By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2000**



MOTTO :

THE WORLD IS NOT ENOUGH

(bond)

THE WINER DOESN'T TAKE IT ALL

(noname)

Dedication :

1. Beloved father and mother, I've got a gun ! Run for my lives ! Please don't care what people think " .
2. All of my brothers and sisters, 'Tis better to have loved and lost than never to have loved at all.
3. The sweet memory. We had a little trip down memory lane, Don't hide your light under a bushel !
4. All my friends who has accompanied me :
 - The old boys at 'NEKA', my fellow at 95 level Evin and Dhany thanks for being passion, and my friends at 97 AJ, a couple 'Man' at Panderman Café who have helped to finish 'this'.
 - You come to my sense !
 - Agung's family. Thanks of being very hospitable.
 - My sweetheart " we are living apart", I went pieces and broken, soon we will be together.
5. My allmamater.

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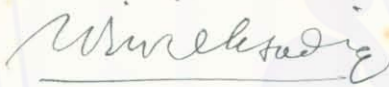
APPROVAL OF THE EXAMINER'S TEAM

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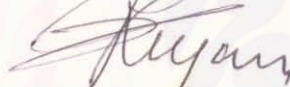
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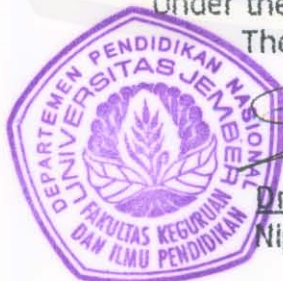
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The writer,



MILIK PERPUSTAKAAN
UNIVERSITAS JEMBER

Table of Contents

| | Page |
|--|------|
| Title | i |
| Motto | ii |
| Dedication | iii |
| Approval of The Consultants | iv |
| Approval of The Examination Committee | v |
| Acknowledgement | vi |
| Table of Contents | vii |
| Abstract | ix |
| | |
| I. Introduction | 1 |
| 1.1 Background | 1 |
| 1.2 Research Problem | 2 |
| 1.3 Operational Definition | 3 |
| 1.3.1 Vocabulary Achievement | 3 |
| 1.3.2 Reading Comprehension Achievement | 3 |
| 1.3.3 Drama Activities | 3 |
| 1.4 Research Objective and Significance | 4 |
| | |
| II. Related Literature Review | 5 |
| 2.1 Vocabulary Achievement | 5 |
| 2.2 Reading Comprehension Achievement | 6 |
| 2.3 The Benefit of Drama Technique in Teaching English | 7 |
| 2.4 Drama Technique in EFL Teaching | 7 |
| 2.4.1 Drama Activities in EFL | 9 |
| 2.5 The Contribution of Drama in Language Teaching | 12 |
| | |
| III. Research Methods | 13 |
| 3.1 Research Design | 13 |
| 3.2 Research Location and Subject | 13 |
| 3.3 Data Collecting Methods | 14 |
| 3.3.1 Tests | 14 |
| 3.3.2 Observation | 14 |
| 3.3.3 Interview | 14 |
| 3.4 Data Analysis Method | 15 |
| | |
| IV. Result and Discussion | 16 |
| 4.1 The Primary Data | 16 |
| 4.1.1 The Result of Test | 17 |
| 4.2 The Supporting Data | 20 |
| 4.2.1 The Result of Observation | 20 |
| 4.2.2 The Result of Interview | 20 |

| | |
|------------------------------------|----|
| 4.3 Discussion | 20 |
| V. Conclusion and Suggestion | 22 |
| 5.1 Conclusion | 22 |
| 5.2 Suggestion | 22 |
| 5.2.1 For The Teacher | 22 |
| 5.2.2 For The Students | 22 |
| 5.2.3 For The Researcher | 22 |

Bibliography

Appendices

1. Guided Method Instruments
2. Answer Keys
3. The Research Permission Letter of Jember University
4. The Research Permission Letter of SLTP N 2 Jember
5. Consultation Paper
6. List of Students Name

ABSTRACT

Endah Premihati Wulandari, 2000. The Pedagogic contribution of Drama Technique in English Teaching and Learning at SLTP N 2 Jember, Thesis, English Program, Language and Art Department, The Faculty of Teacher training and Education, Jember University.

Consultant : (1) Prof. Dr. Simanhadi. W.P

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Theoretically, drama activities have been regarded as effective techniques in language learning for many years. However, the effectiveness of drama technique depends on whether or not the English teacher in particular secondary schools use drama in the classroom.

This might be a problem in language learning. Therefore, the objectives of this research were to know how drama activities contribute English language learning in SLTP N 2 Jember and what kind of drama activities was appropriate to be used as the language teaching technique in SLTP N 2 Jember. To get the research data, I have used tests, questionnaire and interview. I have also conducted observation to know the student's performance in the classroom .To analyzes the data, I have not used any statistical formula. Rather I have just interpreted the data and discussed the research result by relating any points of interpretation in, for example, interview data to those in the questionnaire or test data. The result of data analysis shows those drama activities, such as Improvisation and Role-playing contribute the English learning in SLTP N 2 Jember.

Key word : drama technique.

I. INTRODUCTION

1.1 Background

As one of the compulsory subjects for students of English at the University of Jember, drama has been regarded as a difficult course. This might result from the fact that they might not participate in drama activities because they have no confidence to act in certain characters. Therefore, there is no wonder if many teachers as the graduates of the teacher training at the University seldom use drama techniques to teach their students at secondary schools. However, they do not deny that drama activities might be effectively used as a technique to teach English at secondary schools. In other words the effect of drama techniques still a problematic issue in English language teaching.

Since there are not many teacher trainees to work on drama research, I think it is necessary to observe the contribution of drama in EFL (English as a Foreign Language) contexts. This result from the fact that drama is still regarded as what Bolton (1984) calls in *Drama Activities For Language Learning* by Dougil (1987:4) "a unique tool, vital for language developing."

Besides drama activities are fact-based techniques of teaching how not only to learn but to communicate in English as well. Also, drama can facilitate language learning and may increase students' motivation to learn the target language. Even, Slade (1958) in Dougil's book (1987:3) regards drama as natural to children and he believes that it could be used to help the child develop through stages of maturity.

However, not all plays are worth of being used as techniques in language teaching. Some plays might boring, for example those of which the ending is predictable and monotonous and the story might be of no interest for students.

When students become involved in drama activities they may practice integrated skills. They may not only enlarge their vocabulary but also practice how to pronounce the words correctly. They may listen to the other participants and act based on some short dialogues. In other words, listen and act are integral to language teaching.

In using drama for language teaching, the teachers might encourage their students to express their own feelings by using the target language.

In this study, selected plays for classroom drama activities are used as the basis of dealing with drama techniques for EFL teaching. In this way, the study is expected to provide EFL teachers a model of how to help their students communicate in English. Besides, this study offers the possibility of extending language practice to use the students' imagination and to encourage them to associate the language with real life. This requires well-motivated students to participate in the drama activities or otherwise drama gives no positive effect on their English use.

1.2 Research Problem

Given that EFL learning might be greatly influenced by students' motivation, the following are the research problems that may rise in language learning using drama activities :

1. How is the third year students' Vocabulary achievement at SLTP N 2 Jember through drama activities ?
2. How is the third year students' Reading Comprehension at SLTP N 2 Jember through drama activities ?

1.3 Operational Definition

1.3.1 Vocabulary Achievement

Many experts define the term of vocabulary in various ways, "Vocabulary is a list of words with their meaning" (Hornby, 1995:1331). Furthermore, Fardhani (1994:1) says that "Vocabulary is an important area of language, simply because vocabularies or words are the tools of thought".

Vocabulary achievement in this research is the students test scores on vocabulary after the students play drama. The score is considered as the outcome of the students' efforts.

1.3.2 Reading Comprehension Achievement.

Reading comprehension is thought as the process through which reader becomes aware of an idea, understands it terms of their experimental background and interpreted in relation to their own need and purpose (Kennedy, 1981:12). In this research Reading Comprehension Achievement deals with the result of students' Reading Comprehension test after the students perform the play.

1.3.3 Drama Activities

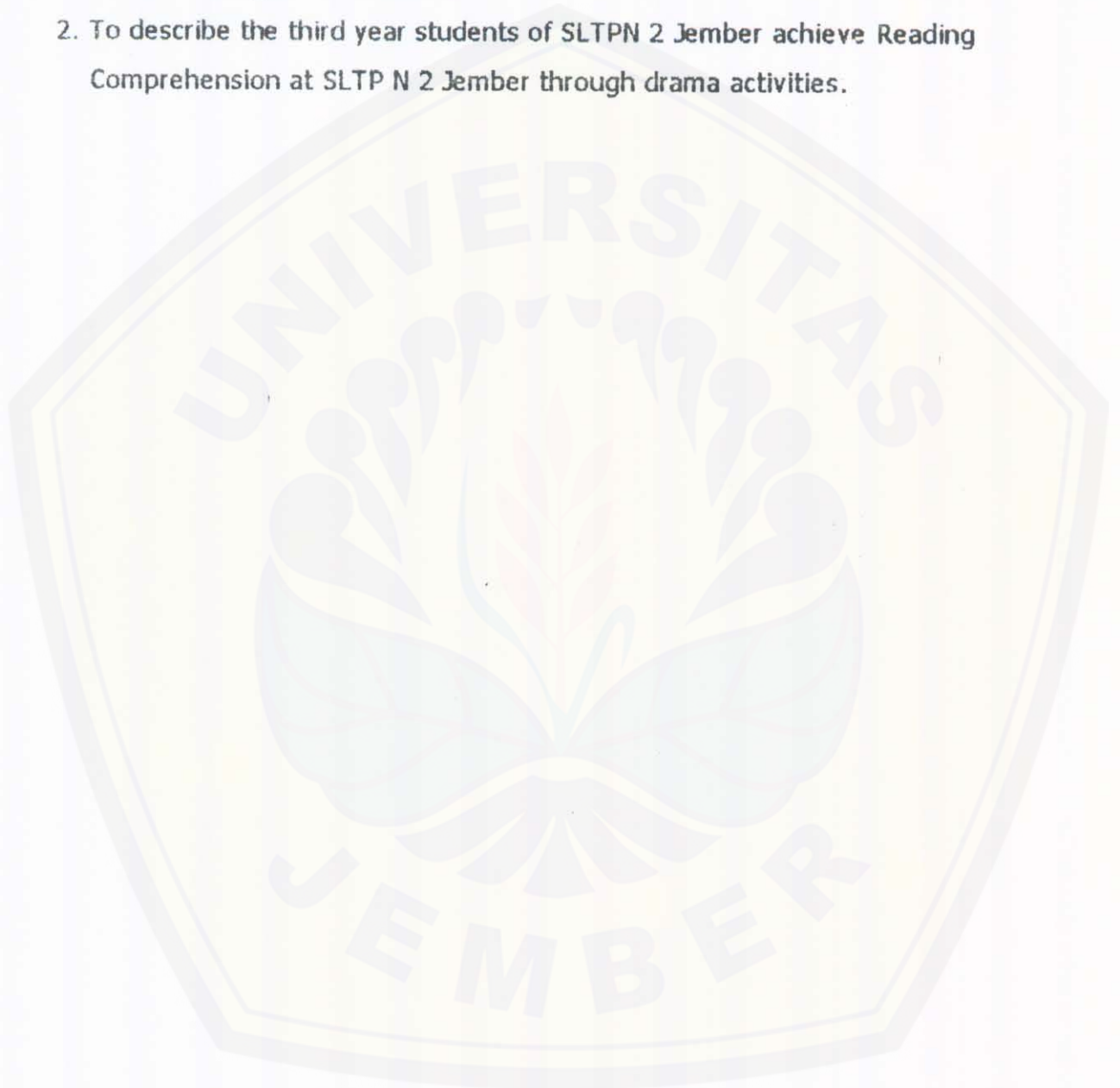
Via in Interactive Language Teaching by Rivers (1987:110) it is stated that drama techniques are strategies to achieve either drama or theater, or both. They cover a wide range of activities that are useful in the language classroom. They may be verbal or non-verbal and can be designed to accomplish a variety of goals.

Drama technique deals with any activities in drama technique that can be used for teaching and learning English in the classroom. Drama activities in this research are doing series of exiting events. These exiting events concerned with the presented and involved the students in an exiting way.

1.4 Research Objective and Significance

The research objectives are :

1. To describe the third year student' vocabulary achievement at SLTPN 2 Jember through drama activities.
2. To describe the third year students of SLTPN 2 Jember achieve Reading Comprehension at SLTP N 2 Jember through drama activities.



II. RELATED LITERATURE REVIEW

2.1 Vocabulary Achievement

Vocabulary is words it can help a person understand the message gives by the writer to the reader or the speaker to the audience clearly. According to Kingsspot (1966:521) "vocabulary as the collection of word of person knows and uses in speaking, writing and reading".

Vocabulary achievement in this research is the students' achievement in vocabulary lesson, which cover. Vocabulary achievement refers to the among of word are gained and finished through effort, skill and hard work. In teaching vocabulary, it can be given through many ways such as reading text, form cassette or by playing drama. By using drama technique it was hoped the students more interest to learn English especially improve their vocabulary, because vocabulary is very essential in learning language.

Realizing that vocabulary is completely important in the process of learning the English language, we must try to enrich our vocabulary regularly.

It is supported by O'connon that: Learning our vocabulary does not merely that definition of large numbers of obscure: it does mean memorizing score unrelated terms. What it means what it only means is multifarious and fascinating phenomena of human existence for which words are, obviously, only the verbal description (1960:11).

The point of the idea above is enriching vocabulary is not knowing byheart the definitions of many words. Anyway, we must be able to comprehend and experience the usage of the words for communication with others.

2.2 Reading Comprehension Achievement

In order to get the clear definition about reading comprehension, the researcher will describe the definition of comprehension. As it is defined by Lewis and Smith: "reading is as the meaningful interpretation of printed words or written verbal symbol" (1980:8). It means that reading is a result of cognitive skill, and the knowledge of the word. Based on this view, reading is a complex process, which requires effort and concentration. Also it is stated by Lewis and Smith "Reading is not a single skill, but a complex process, an intricate system involving many related skills".

It is said that reading comprehension is a process of meaningful interpretation and understanding from printed or written symbols. Another expert, Kustaryo also states:

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on the students' experience and prior knowledge. Comprehension involves understanding vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgements and evaluating" (Kustaryo, 1988:12).

Achievement is something successfully gained through skills and hard work, Bage and Berliner,(1984:82) say that "achievement suggests something acquired or learned, it is a result of an active learning process helped along the instruction and educational activity".

Based on the explanation above, it can be concluded that reading comprehension achievement is a result of students' comprehension on word, sentence, and paragraph after an active learning process helped along by instruction and educational activities.

2.3 The Benefit of Drama Technique In Teaching English

Drama techniques can be used to cover the implementation of the meaningfulness approach. The main focused of using drama techniques is on the use of language to communicate and the understanding of conveyed meaning. Imhoof, (1973:24) states that one of the goals of language learning that can be served by drama techniques is leading the students to use the language to communicate. Through the use of drama technique, the students gain and understanding of grammatical structure in context, but also experiences the dynamic use of the language to influence, control, entertain, and inform.

Furthermore, Via (1987:110) states that drama is communication between two people. Therefore, if the students are doing dialogue works, and if they are conveying the intended meaning, as opposed to reciting the lines, they are using drama techniques. However, the scope of the use of drama technique on this study need to be delimited in the activities are considered as the most useful technique in accordance with language learning. They are Role-playing dialogues, and Improvised conversation.

2.4 Drama Techniques in EFL Teaching.

As discussed in the Introduction (2.3.1) drama, activities are used for teaching techniques develop the students' ability not only to speak but also to communicative.

Rivers (1987: 14) notes that "Language learning and teaching can be an exiting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction, yet all over the world, oncs still finds classroom where language learning is a tedious, devoid of any contact with the real world in which language use is as natural as breathing ".



In this technique, the teacher asks the students to act out the play the students have chosen. This might deal with what Maley and Duff (1982: 32-225) describe as follows :

1. Introductory exercises divides in:
 - Non verbal warming up exercises.
 - Non verbal cooling down exercises.
 - Verbal exercises
 - Group formation exercises
2. Observation.
3. Interpretation.
4. Creation and invention.
5. Word play.
6. Problem-solving.
7. The use of literary texts, poems, and songs.
8. A day's work. (Maley and Duff, 1982: 38-225).

Drama technique can be used to handle the boring class, and help the students built imaginative activities sharing with other students, this technique promotes integrated skill of language used.

Meanwhile, Via in (Rivers, 1987:110) notes that "drama technique are strategies to achieve either drama or theater, or both. They cover wide range activities that are useful in the language classroom. They may be verbal or non verbal and can be designed to accomplish a variety of goals".

Further, Prodromou in "Drama Activities For Language Learning" by Dougil (1987:2) introduces a table showing the different activities from the theatrical and dramatic.

Table 1: Different activities between theatrical and dramatic

| Impersonal/Theatrical | Personal/Dramatic |
|------------------------------|---------------------------|
| Reading Plays | Humanistic Approaches |
| Performing Plays | Games and Problem Solving |
| Acting Dialogue | Simulation |
| Sketches | Role Play |

L. Prodomou

2.3.1 Drama Activities in EFL

Drama activities in EFL is used to help the students become more confident in their use of foreign language by allowing them to experience the language.

On this point Dougil (1987) notes *"that awareness of the ability to use a language serves to increase motivation in that the relevance and effectiveness of the material being taught is clearly. Motivation also comes through the nature of the activity itself, for successful activity will have inherent motivation. A student idea for a sketch is motivated by the creativity of the tasks". Drama activities can provide a framework in which students have a real need to communicate (1987: 7).*

In some cases these activities can add interest in the classroom and they might be used for a language club or for an extracurricular activity.

a. **Role-playing Dialogue**

Role- playing dialogue are miniature dramas and they contain the essential elements of dramatic incidents like: characters, plot, action, and resolution. The usefulness of the dialogues, however, can be extended by suggesting different behaviors to accompany the words used in the play.

There is very little reason for students to read dialogues from their texts while sitting at their desks. Simple dialogues such as, the following is more relevant if the relationship between the speakers is indicated by the setting, such as in the smoke market.

A. Good morning. What can I do for you?

B. Yes, I want to buy cigarette.

A. Is it Dunhill?

B. No, Marlboro one please.

Regarding drama activities, Heathcote, (1984) in Dougil's book (1987:17) remarks that "Role-taking is so flexible in its application in education that it will work for all personalities and under a teaching circumstances". This means that the students can take their own roles freely in accordance with their own choices. In this way, Livingstone (1983:2-5) also in Dougil's book notes that "Role play can also help recreate the language used in different situation, the sort of language students are likely to need outside".

The main benefit of role-play from language teaching point of view is that it enables the students to use their own words.

b. Improvisation

Improvisation refers to an activity by which the students can use their own words without changing the meaning of the original script. Hodgson and Richards (1974:2) in Dougil's (1987:19) define the term as 'a spontaneous response to the unfolding of an unexpected situation'.

Improvisation has many activities, which is useful in enriching the language used. In drama technique improvisation is very useful, since the focus is on students' ability to use the language they have acquired without the benefit of a script.

The students may prepare improvisations, as well as Talk and Listen cards. But in talk and listen, the students should not to memorize the play. Via notes that in (Dobson, 1985:49) "on Broadway we don't memorize the play. We use the "Talk and Listen" system". This is different from improvisation. In talk and listen, the students can directly act as they hear the instructions. In contrast, improvisation requests the students to create their own words without changing the message of the play. After performing the improvisation they have created, they discuss the solution and other possible solutions and perform again. When they are satisfied, they write the play script based on the performance.

One example is taken from River's book "the magic if" of theater (1987:110).

- A. Your husband/ wife is a successful young executive and a very hard worker. You realize that he/ she is working too hard and takes little time for relaxation. He/ she has lost weight recently and tonight seems very nervous. You are going out to dinner with others from his/ her office. You would rather stay at home and relax with him/ her. You want him/ her to slow down.
Goal: to persuade him/her to stay home tonight or to take a vacation.*
- B. You work for an advertising firm. You have been very successful and expect a promotion soon. Tonight you and your wife/ husband are to have dinner with several important people in your company. Though it is supposed to be a social occasion, you know that it is business. It seems to you that your wife/ husband is very slow in getting ready, since you were ready to leave fifteen minute ago. You must not be late for this appointment.
Goal: To get your wife/ husband to hurry and leave.*

This improvisation may be performed by several pairs to see if there are different solutions. There should always be a discussion about possible solutions and variations.

2.4 The Contribution of Drama in Language Teaching

Drama is an important aid to help students to be more confident in their use of a foreign language by allowing them to experience the language in communication. Students are more serious during the presentation because of interest in drama activities. They might also improvise the plays and bridge the gap between the controlled and uncontrolled words used in the classroom and the world outside. Through frequent use of improvisations, students will soon be able to participate in more meaningful and natural conversation in English. The contribution is also helpful for students to reduce their shyness in speaking the target language. In short, drama definitely supports the teachers' teaching methods to help their students improve their English skills.

III. RESEARCH METHODS

3.1 Research Design

As this research aimed to describe the vocabulary and reading comprehension achievement of the third year students at SLTP N 2 Jember which is based on the title A Descriptive Study of Vocabulary and Reading Comprehension Achievement Through Drama Activities of the Third Year Students at SLTP N 2 Jember, the appropriate design is descriptive research.

Study only describe what is being seen, faced, observed, known as well as possible, as Arikunto (1998:291) states that descriptive research does not test the hypothesis but only describes what is being seen, faced, observed and known.

3.2 Research Location and Subject

The research location is SLTP N 2 Jember. The researcher has chosen the school by purposive sampling. The participants were the third year students who joined drama classes.

In this study the research was conducted in which all the third year students in 3A class at SLTP N 2 Jember to be the respondents since the amount of third year students of SLTP N 2 Jember consist of 48 students. They were divided into 4 groups, each group consists of 12 members. The students in this class were chosen because they were more diligent than the others according the English teacher information. The teacher of the third year students was also the informant in this research, because the teacher uses drama techniques to teach English in the classroom.

3.3 Data Collecting Methods

Data collecting methods are procedures in collecting data in accordance with the problems being investigated. It deals with how to get the data needed. Russefendi, (1994:103) stated that data can be collected

by using test and non-test technique. Meanwhile, Yuda and Arifin, (1992:45) stated that the techniques that can be used to collect data are interview, observation and test.

3.3.1 Tests

Test method is used to get the primary data. Heaton (1984:171-172) divided the test into five groups. They are progress test, achievement test, proficiency test, aptitude test and diagnostic test. In this study used achievement test.

Tests have been used to measure students' English proficiency after participating in drama activities. They are also used to measure the students' achievement in vocabulary and reading comprehension base on the content of the drama they have created.

This research used two kinds of test there are Vocabulary test and Reading test. There are 10 items in Vocabulary test and 5 items in Reading test. The score of each items is 10 for Vocabulary test and 20 for Reading test.

3.3.2 Observation

Observations have been used to measure the students' active participation in using their English. Observation in this research are look at the students' participation in making the script of drama each group, the students performance drama in front of the class, also how they pronounce the English words while acting.

3.3.3 Interview

Interview for teacher has been done to know why the teacher uses drama techniques to teach English. In this case, direct interview has been conducted.



3.4 Data Analysis Method

The data obtained should be analyzed in order to get the conclusion of the research. The data can be analyzed by using statistical or non-statistical method (Arikunto, 1996:242). In this research, the data are qualitative in the form of the students' scores of reading comprehension and vocabulary achievement.

The data were analyzed statistically in the percentage by using the following formula :

$$\% = \frac{n}{N} \times 100$$

(Adapted from Ali, 1993:186)

Explanation :

% : The students' score of vocabulary and reading comprehension test in the percentage.

N : the total score of the test item.

n : the students obtained scores of vocabulary and reading comprehension test.

Then, the result of the data analysis is described qualitatively based on the following classification of the score levels.

Table 2 : Classification of the Students' Score

| SCORE | CLASSIFICATION |
|------------|------------------|
| 96% - 100% | Excellent |
| 86% - 95% | Very good |
| 76% - 85% | Good |
| 66% - 75% | More than enough |
| 56% - 65% | Enough |
| 46% - 55% | Poor |
| 36% - 45% | Very poor |
| 26% - 35% | Bad |
| < 25% | Very bad |

IV. RESULT AND DISCUSSION

There are two kinds of data in this research, the primary data and supporting data.

4.1 The Primary Data

4.1.1 The Result of Test

The test was the vocabulary and reading comprehension test used to obtain the primary data about the scores of the third year students' achievement. It was given to the respondents (43 students).

As has been explained in chapter III the test are used to measure students' English proficiency. In collecting the data of vocabulary and reading test, It has been used multiple choice test and essay test. These tests were given to 43 students of the third year as the informants of research. They finished the tests in 45 minutes.

From the result of the test, it has proved that the students (see appendix) could be done 93,9% of the vocabulary test and 98,14% for the reading test. The calculation of the students' percentage will be explained in the following.

Table 3 : The Result of Vocabulary Test

| Number of question | AAL | | C | | LTQSO | | BM & BP | |
|--------------------|-------------|-------|-------------|-------|-------------|-------|------------|-------|
| | 11 students | | 12 students | | 11 students | | 9 students | |
| | right | wrong | right | wrong | right | wrong | right | wrong |
| 1 | 11 | 0 | 12 | 0 | 11 | 0 | 9 | 0 |
| 2 | 11 | 0 | 12 | 0 | 9 | 2 | 9 | 0 |
| 3 | 11 | 0 | 12 | 0 | 11 | 0 | 9 | 0 |
| 4 | 8 | 3 | 12 | 0 | 11 | 0 | 8 | 1 |
| 5 | 11 | 0 | 10 | 2 | 11 | 0 | 9 | 0 |
| 6 | 8 | 3 | 12 | 0 | 8 | 3 | 9 | 0 |
| 7 | 11 | 0 | 8 | 4 | 9 | 2 | 9 | 0 |
| 8 | 11 | 0 | 12 | 0 | 11 | 0 | 7 | 2 |
| 9 | 10 | 1 | 11 | 1 | 11 | 0 | 9 | 0 |
| 10 | 11 | 0 | 10 | 2 | 11 | 0 | 9 | 0 |

Table 4 : The Student Score of Vocabulary Test in Percentage

| Name of Group | The Score of Vocabulary Test | | |
|---------------|------------------------------|-----|------|
| | n | N | % |
| AAL | 103 | 110 | 93,6 |
| C | 111 | 120 | 92,5 |
| LTQSO | 103 | 110 | 93,6 |
| BM & BP | 87 | 90 | 96,6 |

Notes :

Ande-ande Lumut (AAL) : $\frac{103}{110} \times 100\% = 93,6\%$

Cindelaras (C) : $\frac{111}{120} \times 100\% = 92.5\%$

Legend of The Queen of South Ocean (LTQSO) : $\frac{103}{110} \times 100\% = 93,6\%$

Bawang Merah and Bawang putih (BM & BP) : $\frac{87}{90} \times 100\% = 96,6\%$

Total percentage the result of vocabulary test

$$\frac{103+111+103+87}{110+120+110+90} \times 100\% = \frac{404}{430} \times 100\% = 93,9\%$$

Table 5 : The Result of Reading Test

| Number of question | AAL | | C | | LTQSO | | BM & BP | |
|--------------------|-------------|-------|-------------|-------|-------------|-------|------------|-------|
| | 11 students | | 12 students | | 11 students | | 9 students | |
| | right | wrong | right | wrong | right | wrong | right | Wrong |
| 1 | 11 | 0 | 12 | 0 | 11 | 0 | 9 | 0 |
| 2 | 11 | 0 | 12 | 0 | 11 | 0 | 9 | 0 |
| 3 | 11 | 0 | 12 | 0 | 9 | 2 | 9 | 0 |
| 4 | 11 | 0 | 12 | 0 | 11 | 0 | 9 | 0 |
| 5 | 11 | 0 | 10 | 2 | 11 | 0 | 9 | 0 |

Table 6 : The student Score of Reading Test in Percentage

| Name of Group | The score of Reading Test | | |
|---------------|---------------------------|-----|------|
| | n | N | % |
| AAL | 110 | 110 | 100 |
| C | 116 | 120 | 96,7 |
| LTQSO | 106 | 110 | 96,4 |
| BM & BP | 90 | 90 | 100 |

The calculation of the students reading test will be explained in the following.

$$\text{Ande-ande Lumut (AAL)} : \frac{110}{110} \times 100\% = 100\%$$

$$\text{Cindelaras (C)} : \frac{116}{120} \times 100\% = 96,7\%$$

$$\begin{aligned} \text{Legend of The Queen} & : \frac{106}{110} \times 100\% = 96,4\% \\ \text{Of South Ocean (LTQSO)} & \end{aligned}$$

$$\begin{aligned} \text{Bawang Merah \& Bawang Putih} & : \frac{90}{90} \times 100\% = 100\% \\ \text{(BM \& BP)} & \end{aligned}$$

Total percentage the result of reading test :

$$\frac{422}{430} \times 100\% = \mathbf{98,14\%}$$

Based on the table 4 and 6 above, it could be known the students' achievement on vocabulary and reading comprehension through drama technique as presented in table 7 below.

Table 7 : The students' vocabulary and reading comprehension achievement and the classification

| The students' achievement | Mean | Classification |
|---------------------------|--------|----------------|
| Vocabulary achievement | 93,9% | Very good |
| Reading comp. Achievement | 98,14% | Excellent |

4.2 The Supporting Data

4.2.1 The Result of Observation

The observation has been conducted to know how students made the script, how they performed in front of the class, and how they pronounced the English words, while acting in front of the class.

3 A class consisted of 48 students. They were divided into 4 groups, each group had 12 members. The teacher asked each group to make a simple script about district story, and the students got a week to practice. Before they performed the play, they were asked to submit their scripts.

During the observation, it has been found that the students performed well and their pronunciation was relatively good, for example, they could properly pronounce the words, such as : intoxication, conceited, swollen, reveal and so on.

4.2.2 The Result of Interview

The supporting data gained by conducting interview with the English teacher, about the teaching of English, especially the teaching of speaking using drama technique. From the interview it was known that English teacher applied the revised English curriculum 1994.

The result of interview with the teacher concludes that teaching speaking can be given through drama technique specifically in SLTP N 2 Jember (the answer of interview ,see appendix).

4.3 Discussion.

Based on the results of the data analyzed in the percentage the students' vocabulary achievement and reading comprehension achievement can be known, from the table 3 and table 5 above. It was found the on average, the percentage of the students' vocabulary

achievement was 93,9% and the students' reading comprehension achievement was 98,14%. It means those students achievement on vocabulary and reading comprehension in SLTP N 2 Jember through drama technique has very good and excellent classification.



V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis as discussed in Chapter IV, some concluding points can be drawn as follows :

1. The vocabulary achievement of the third year students in 3A class at SLTP N 2 Jember through drama activities was 93,9% or the classification is very good.
2. The Reading Comprehension Achievement of the third year students in 3A class at SLTP N 2 Jember through drama activities was 98,14% or he classification Excellent.

5.2 Suggestion

5.2.1 For The Teacher

English teachers at secondary schools such as SLTP N 2 Jember should use drama activities more frequently to help their students learn how to use English.

5.2.2 For The Students

English students at secondary schools such as SLTP N 2 Jember should actively participate in any role playing for drama activities to practice their English.

5.2.3 For The Researcher

Other researchers should consider the fact that many English teachers might not be able to hold drama activities in the classroom. Therefore, they should carry out a further research on the effect of drama activities in other secondary schools.

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Appendix 1

READING TEST

The questions in this reading test based on the student's scripts. Answer the question below as far as you know from the scripts and each students must be answer the questions according own title.

Title : Ande-ande Lumut

Question.

1. Who is Yuyu Kangkang ?
2. Why Yuyu Kangkang wants to help both Klenting Kuning's sister ?
3. Why Ande-ande Lumut's mother asks him to get married ?
4. Do you know how many person are Ande-ande Lumut's friends ?
Mention the name !
5. What is Mbok Rondo done after she knows that Ande-ande Lumut chose Klenting Kuning ?

Title : Cindelas

Question.

1. What is the actually King's concubine ?
2. Who is Cindelas ?
3. Why the King refuses the queen and gives command to kill her ?
4. What happens with Dupala in the end ?
5. Do you know who kill the king's concubine ? How she dies ?

Title : Legend of The Queen of South Ocean

Question.

1. Why princess Nirmala does not want to get married ?
2. Who is the Nyiur ?
3. Why the Nirmala's cousin wants to kill her ?
4. What are the planning of Madam and Mayangsari ?
5. Do their success in their planning ? How do you know ?

Title : Bawang Merah and Bawang Putih

Question.

1. What is your opinion about Bawang Putih ?
2. Do Bawang Putih's stepmother a good person, and how in the end does she regret ?
3. Who is the person that helps Bawang Putih in the river ?
4. Do the both of Bawang Putih's sister get married ?
5. Do you know why the prince choose Bawang Putih as his wife ?

VOCABULARY TEST

Students word based test items.

Pilih salah satu jawaban yang benar menurut anda dengan memberikan tanda silang (x) pada abjad jawaban tersebut.

Pertanyaan diambil dari text drama yang sudah anda buat dan jawaban bisa disesuaikan menurut judul drama pada masing-masing kelompok.

Carilah jawaban yang sama artinya dengan kata yang digaris bawah dari context kalimat yang ada !

Title : ANDE-ANDE LUMUT

Problems

1. The three of helpers are peeping each other.
a. hide something
b. worry look
c. secretly looking
d. confusing
2. "Ande-ande Lumut, Is he a woman or a man ? He is too coquettish !"
a. winked
b. Stupid
c. naughty
d. dumb
3. Topan, please dissaminate this information, quick !
a. announce
b. pointed the information
c. to spread news widely
d. expand
4. You must look natural, without attires and dressing up !
a. nudes
b. plain
c. topless
d. good looking
5. I can escort you crossing the river.
a. take
b. allow
c. bring
d. leave
6. Suddenly, both of the girls colliding him .
a. far from
b. close
c. between
d. distance

7. " Wait the minute, the position is not perfect ! "
The appropriate word must be :
- a. uncomfortable
 - b. enjoyable
 - c. not good
 - d. upset
8. I think, we can depart to the palace soon. The suitable word must be :
- a. go
 - b. back
 - c. went
 - d. leave
9. " Thanks Madame, you're a loveless woman "
- a. beautiful
 - b. hospitable
 - c. without love
 - d. wise
10. She makes you suffer, in this sentence suffer means :
- a. unhappy
 - b. painful
 - c. lack of confidence
 - d. dislike

Title : CINDELARAS

Problems

1.this is impossible someone poison her, the princes will be dead intoxication.
- a. cause of dead
 - b. poison
 - c. medicine
 - d. drunk
2. But His Majesty. I don't do it. That is slender, doesn't it uncle Starch ?
- a. discuss
 - b. opinion
 - c. speak a false statement
 - d. telling the truth
3. No, begin this time I hope princess stay here and life here until reveal. I believe princess will be back to the palace.
- a. stay at home
 - b. quite
 - c. allow to be seen
 - d. good condition
4. You are prudent people. Thank you Uncle.
- a. wise
 - b. smart
 - c. careful to avoid risk
 - d. careless

5. If the children stomach are swollen it means that he get stomachache.
 - a. increase to usual size
 - b. big size
 - c. small than before
 - d. standard size
6.I'm afraid your father doesn't confess you.
 - a. understand
 - b. refuse
 - c. to admit
 - d. avoid
7. You are very conceited.
 - a. proud
 - b. be sure
 - c. optimist
 - d. understand
8. You will be a king, your mother will take revenge, in order your peace soul in heaven.
 - a. punishment
 - b. invite
 - c. information
 - d. the body
9. What is actually the king's concubine ?
 - a. a giant
 - b. a witch
 - c. a priest
 - d. a devil
10. What is the meaning of challenge in Dupala statement ?
" Do not speak anymore, I challenge you right now ! "
 - a. invite to compete their chicken in the fight
 - b. ask to joint with Cindelas chicken
 - c. give support to his chicken
 - d. killing the Cindelas chicken

Title : LEGEND OF THE QUEEN OF SOUTH OCEAN.

Problems

1. The oldest princess came and addressed her little sister.
 - a. ignored
 - b. pushed
 - c. introduced
 - d. avoided
2. To fight the crown !
 - a. the power people
 - b. the position of the king
 - c. the district
 - d. the town

3. We start to incite the souvereign and his wife.
 - a. the presidet
 - b. the council
 - c. the king
 - d. the master
4.the kingdom will be into ruins if...
 - a. rubbish
 - b. dust
 - c. damaged
 - d. nothing
5. The synonym of prohibiting is :
 - a. forbiding
 - b. realizing
 - c. bewaring
 - d. reminding
6. The idiom of betray is :
 - a. don't buy this guy
 - b. get learns
 - c. eat one's word
 - d. ball on fire
7.I will thrash you ! Thrash here means :
 - a. punish
 - b. hit using stick
 - c. throw away
 - d. kill
8. Nyiur, you know, you have distroyed plan. I will revenge you !
 - a. let you go
 - b. blessing
 - c. punish
 - d. protect
9.forgive me, I surrender to you.
 - a. forgive
 - b. willingness
 - c. make a mistake
 - d. give up
10. The synonym of charming is :
 - a. beautiful
 - b. good-looking
 - c. attractive
 - d. pretty

Title : BAWANG MERAH AND BAWANG PUTIH

Problems

1.I curse you as a frog !
 - a. kind of magic
 - b. swearing words
 - c. a words as mantra
 - d. the words that used of witch or angel choosing someone to be something

2. Next month, there will be an election to find a good woman to be your wife.
 - a. match
 - b. compete
 - c. game
 - d. choosing someone in the compete

3. she is a junk.
 - a. worse
 - b. pity
 - c. stupid
 - d. dirty

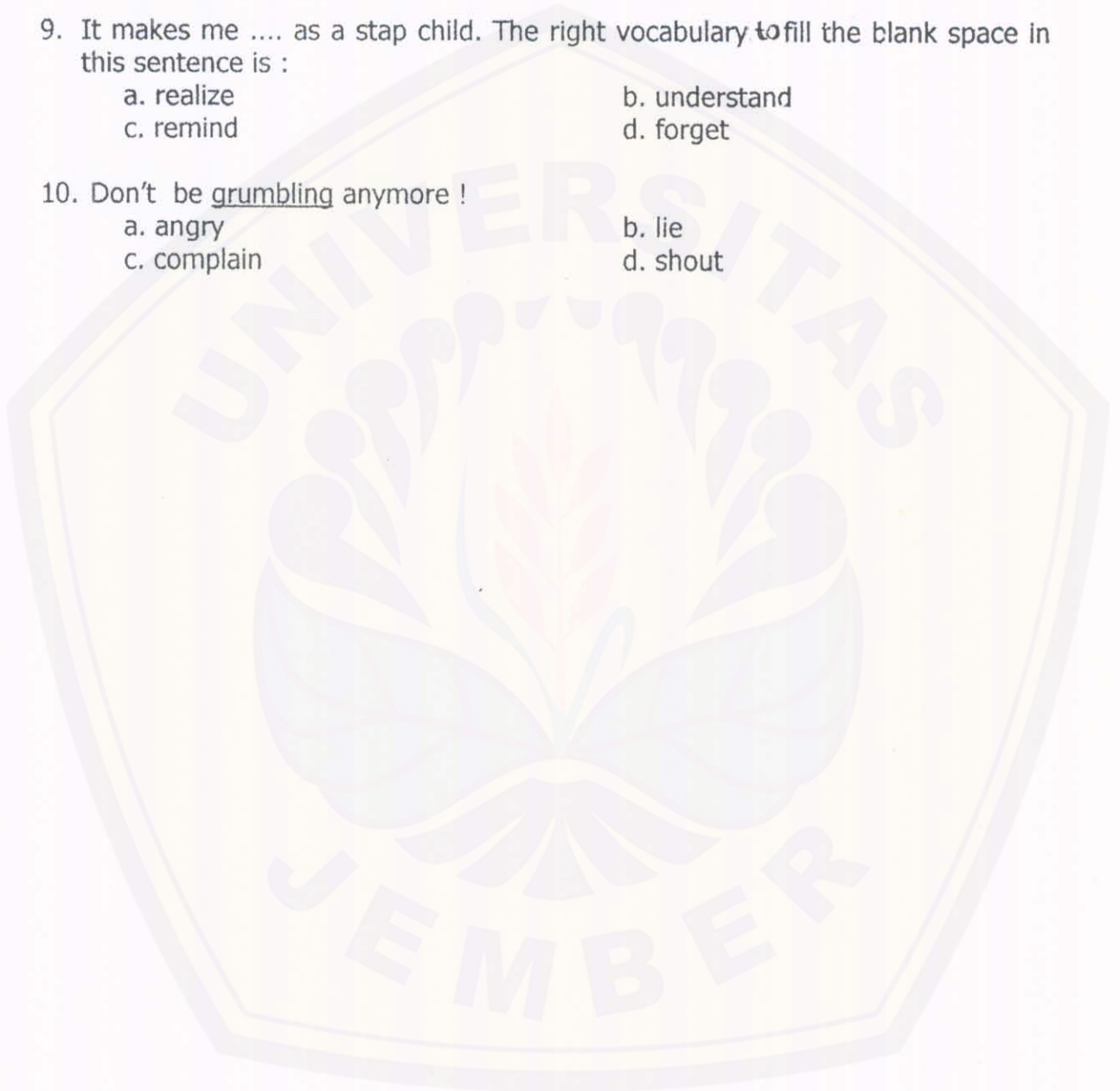
4. He doesn't know anything ? He makes me resentful !
 - a. angry
 - b. disappointed
 - c. happy
 - d. comfortable

5. They are struggle each other, the old man was falling and sink down to the river.
 - a. to push
 - b. hard fighting
 - c. enjoy
 - d. take a rest

6. Wow he is so cute ! What is the meaning of cute in this context based from the drama context.
 - a. handsome
 - b. strong
 - c. diligent
 - d. healthy

7. This condition is embarrass.
 - a. delighting
 - b.to cause to feel uncomfortable
 - c. wonderful feeling
 - d. upset

8. Bawang Merah, Bawang Preei and their mother felt was filed with remose after realize that their attitude are worse to Nawang Putih.
- | | |
|-----------------|--------------|
| a. great sorrow | b. regret |
| c. satisfied | d. happiness |
9. It makes me as a stap child. The right vocabulary to fill the blank space in this sentence is :
- | | |
|------------|---------------|
| a. realize | b. understand |
| c. remind | d. forget |
10. Don't be grumbling anymore !
- | | |
|-------------|----------|
| a. angry | b. lie |
| c. complain | d. shout |



Appendix 2

Answer key of reading test

Title : ANDE-ANDE LUMUT

1. Yuyu Kangkang is a kind of animal live in the river but he can speak like a human being.
2. He wants kissed by Klenting Kuning's sister.
3. Because he has adult enough to get married
4. Three person, they are Mahardika, tri and Sapta.
5. She can receive the fact and realize that Klenting Kuning more appropriate to be Ande-ande Lumut's wife.

Title : CINDELARAS

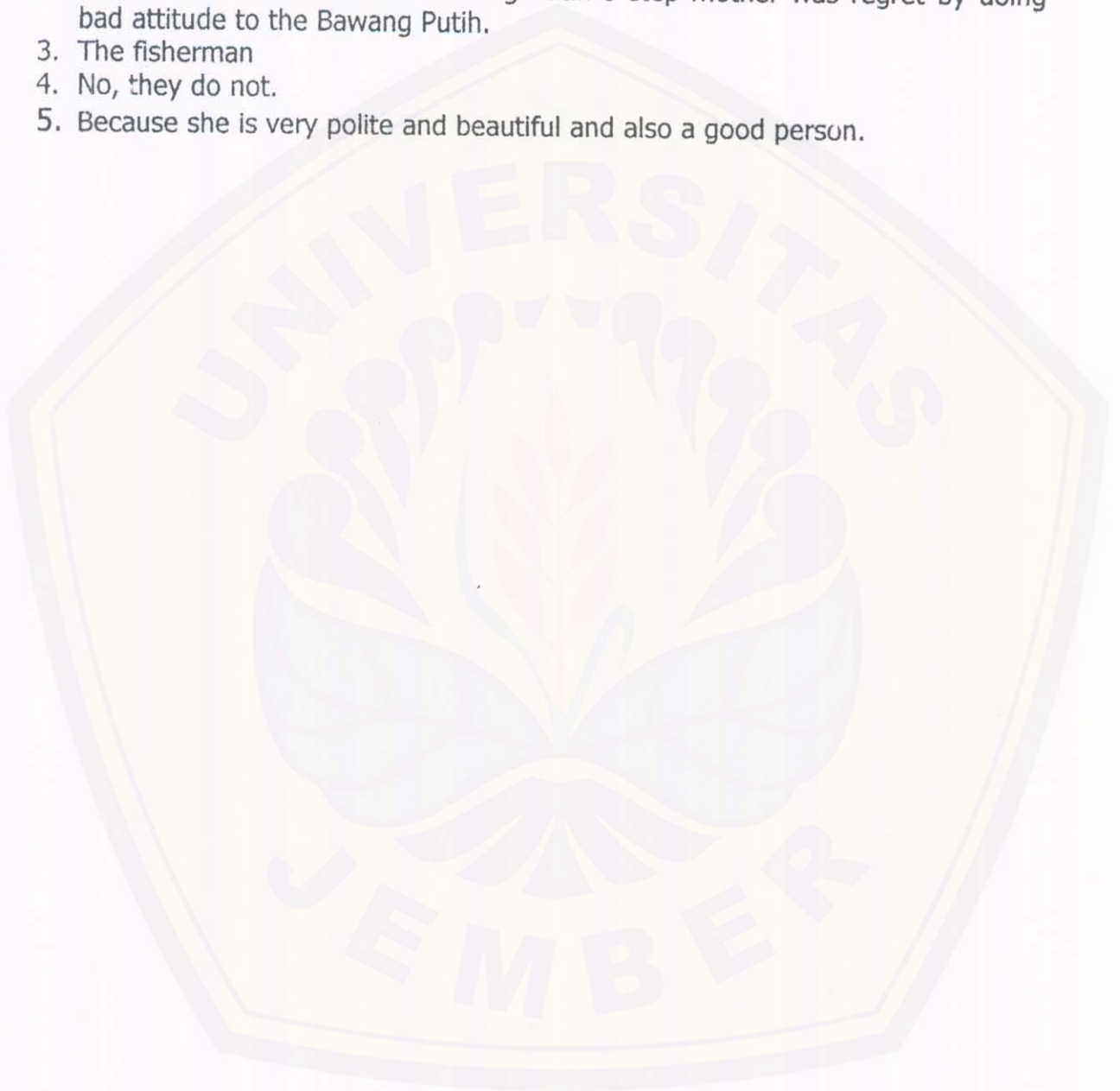
1. The king's concubine actually a giant.
2. Cindelaras is the king's son, his mother is the queen.
3. Because the queen was slander that she has poison the concubine by intoxication.
4. Dupala was killing by Cindelaras in the fight.
5. The priest. Her body changes to be a giant before die.

Title : LEGEND OF THE QUEEN AF SOUTH OCEANS

1. Because she is very selective princess. She wants the rich one, handsome, diligent and he will be a perfect person.
2. The goddess.
3. Because she is jealouse with Nirmala princess.
4. They have plan to make Nirmala's face worse and than fight the crown.
5. No, they do not. The goddes of Nyiur give a lesson to both Madam and Mayangsari and the have given up to her.

Title : BAWANG MERAH AND BAWANG PUTIH

1. She is a kind and patient woman.
2. No, She does not.
Yes, She does. In the end Bawang Putih's step mother was regret by doing bad attitude to the Bawang Putih.
3. The fisherman
4. No, they do not.
5. Because she is very polite and beautiful and also a good person.



Answer key of vocabulary test

Title : ANDE-ANDE LUMUT

- | | |
|------|------|
| 1. c | 6. c |
| 2. a | 7. a |
| 3. c | 8. a |
| 4. b | 9. c |
| 5. a | 10.a |

Title : CINDELARAS

- | | |
|------|------|
| 1. b | 6. c |
| 2. c | 7. a |
| 3. c | 8. a |
| 4. c | 9. a |
| 5. a | 10.a |

Title : LEGEND OF THE QUEEN OF SOUTH OCEAN

- | | |
|------|------|
| 1. c | 6. c |
| 2. b | 7. b |
| 3. c | 8. c |
| 4. c | 9. d |
| 5. a | 10.b |

Title : BAWANG MERAH AND BAWANG PUTIH

- | | |
|------|------|
| 1. d | 6. a |
| 2. d | 7. b |
| 3. a | 8. b |
| 4. a | 9. a |
| 5. b | 10.c |

INTERVIEW UNTUK GURU

1. Dalam mengajar Bahasa Inggris teknik apa yang selama ini anda pakai? Apakah ada teknik (yang boleh dikatakan) baru, karena selama ini jarang sekali dipakai di sekolah-sekolah yang ingin anda pakai dalam mengajar Bahasa Inggris?
2. Bagaimana dengan teknik drama? Apa menurut anda ini termasuk teknik yang baru?
3. Apa anda ingin mencoba teknik ini? Kenapa?
4. Dengan mengajar Bahasa Inggris dengan menggunakan teknik drama ini, harapan apa yang anda inginkan baik untuk anda pribadi maupun untuk murid-murid anda?
5. Apa pendapat anda tentang teknik drama ini?
6. Apa menurut anda teknik ini akan menarik dan berhasil bila diberikan pada siswa di SMP N 2 Jember ini khususnya?
7. Apa hal ini akan berhasil menurut anda? Sudah melihat hasil yang nyata dari penggunaan teknik drama ini dalam pembelajaran Bahasa Inggris?

HASIL INTERVIEW DENGAN GURU

1. Menggunakan teknik yang mengacu pada keempat skill dalam belajar Bahasa Inggris, misalnya pada speakingnya dengan menggunakan teknik tanya jawab. Listening skill dengan teknik dictation. Writing skill dengan teknik composition dsb. Sedang skill yang terakhir yaitu reading bisa dengan memberikan siswa artikel-artikel yang menarik atau cerita yang menarik.
2. Tidak ada.
3. Sebenarnya teknik drama bukan teknik baru akan tetapi merupakan salah satu contoh pengembangan model pembelajaran 'speaking'.
4. Ya. Karena dengan bermain drama, ini berarti siswa dituntut untuk mengembangkan keterampilan dan kemampuannya dalam menulis skenario, membaca cerita dan mengungkapkan pikiran dan perasaan dalam percakapan/ dialog serta juga mempelajari struktur, ejaan dan kosakata.
5. Saya berharap bahwa pembelajaran Bahasa Inggris dengan Drama dapat memotivasi siswa agar mereka tertarik dan suka dengan pelajaran Bahasa Inggris. Selain daripada itu untuk meningkatkan ketrampilan siswa dalam berbicara dan berakting.
6. Pembelajaran Bahasa Inggris dengan model Drama sungguh menarik walaupun membutuhkan waktu yang cukup lama dan banyak biaya yang harus dikeluarkan.
7. Ya tentu saja, karena saya sudah mencobanya.
8. Ya, siswa terlihat lebih berminat untuk belajar bahasa Inggris dibandingkan sebelum menggunakan teknik ini. Dan dengan teknik ini kosakata siswa bertambah banyak, hal ini dilihat dari hasil script yang telah dibuat oleh siswa.

PARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

nomor : 169 /PT.32.H5.FKIP/I.7' 2000
jenis : Proposal
sifat : Ijin Penelitian

Jember, 01 FEB 2000...

kepada : Yth.Sdr. KEPALA SEKOLAH
SLTP N 2
di - JEMBER

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : ENDAH PREMIHATI WULANDARI
Nim : 970210401278
Program / Jurusan : BAHASA INGGRIS/ BAHASA DAN SENI

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber - maksud melaksanakan penelitian dengan judul :

THE PEDAGOGIG CONTRIBUTION OF DRAMA TECHNIQUE IN ENGLISH TEACHING AND LEARNING AT SLTP N 2 JEMBER.

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I



DJOKO SUHUD
130 355 407

SURAT - KETERANGAN

NO : 2074/I04.32/SLTP.02/ PL/2000

Yang bertanda tangan di bawah ini Kami Kepala Sekolah Lanjutan
Pertama Negeri (SLTP)N Jl. Panglima Sudirman NO:26 Jember .
Menerangkan Dengan Sebenarnya Bahwa :

1. N A M A : ENDAH PREMIAHATI WULANDARI
2. N I M : 9702 1040 1278.
3. FAKULTAS : KEGURUAN ILMU PENDIDIKAN (KIP)JEMBER
4. PROGRAM : BAHASA INGGRIS.

Benar-benar telah melaksanakan penelitian di Sekolah Kami
Sejak Tanggal 04 April Sampai Dengan 20 April 2000.

Demikian Untuk diketahui dan dipergunakan sebagaimana mestinya

DIBUAT TGL : 09 MEI 2000

DI : J E M B E R



Kepala Sekolah ,

ALANET Spd.
NIP : 130260108.

Embusa Kepada Yth :

Pertinggal .



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ENDAH PREMIHATI WULANDARI

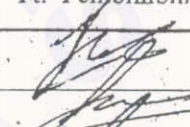
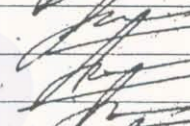
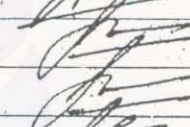
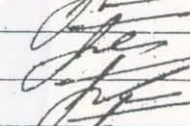
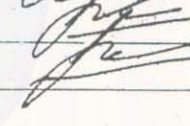
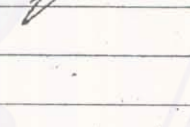
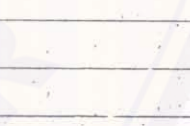

Nim / Jurusan / Angkatan : 970210401278

Judul Skripsi : THE PEDAGOGIG CONTRIBUTION OF DRAMA
TECHNIQUE IN ENGLISH TEACHING AND
LEARNING AT SLTP N 2 JEMBER.

Pembimbing I : Prof. DR. Drs. SIMANHADI WP

Pembimbing II : Drs. SUGENG ARIYANTO, MA

KEGIATAN KONSULTASI :

| No. | Hari tanggal | Materi Konsultasi | Tt. Pembimbing |
|-----|------------------|------------------------|---|
| 1. | 14 Desember 1999 | BAB I |  |
| 2. | 5 Januari 2000 | BAB II |  |
| 3. | 17 Januari 2000 | BAB I DAN II |  |
| 4. | 22 Februari 2000 | BAB III |  |
| 5. | 10 Maret 2000 | BAB I, II, DAN III |  |
| 6. | 26 MEI 2000 | BAB IV |  |
| 7. | 6 Juni 2000 | BAB V |  |
| 8. | 7 Juli 2000 | BAB I, II, III, IV + V |  |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : ENDAH PREMIHATI WULANDARI
 Nim / Jurusan / Angkatan : 970210401278
 Judul Skripsi : THE PEDAGOGIC CONTRIBUTION OF DRAMA
TECHNIQUE IN ENGLISH TEACHING AND
LEARNING AT SLTP N 2 JEMBER
 Pembimbing I : Prof. DR.Drs.SIMANHADI WP
 Pembimbing II : Drs. SUGENG ARIYANTO, MA

KEGIATAN KONSULTASI :

| No. | Hari tanggal | Materi Konsultasi | Tt. Pembimbing |
|-----|------------------|------------------------|--------------------|
| 1. | 16 Desember 1999 | MATERIAS | <i>[Signature]</i> |
| 2. | 22 Desember 1999 | BAB I | <i>[Signature]</i> |
| 3. | 6 Januari 2000 | BAB II | <i>[Signature]</i> |
| 4. | 14 Januari 2000 | BAB III | <i>[Signature]</i> |
| 5. | 20 Maret 2000 | BAB I, II DAN III | <i>[Signature]</i> |
| 6. | 5 Mei 2000 | BAB IV DAN V | <i>[Signature]</i> |
| 7. | 9 Juli 2000 | BAB I, II, III, IV + V | <i>[Signature]</i> |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

Appendic 3

The List of Informants

| NO. | NAME OF STUDENT | MALE | FEMALE |
|-----|-------------------------|------|--------|
| 1. | ARYOSEN | ~ | |
| 2. | MIFTA SROEL | ~ | |
| 3. | KAKIKI HIDAYAT | ~ | |
| 4. | MELKY P. | ~ | |
| 5. | HELMI ZAKI N. | ~ | |
| 6. | ERVAN SETIAWAN | ~ | |
| 7. | ARYA PRADANA | ~ | |
| 8. | YUDHA FATHONY | ~ | |
| 9. | FIRMAN D.W. | ~ | |
| 10. | YUGA HAYU BRAMANI | ~ | |
| 11. | I GEDE ADIS THANAYA | ~ | |
| 12. | ABUBAKAR BINYA | ~ | |
| 13. | BINTAR RUDIAWAN | ~ | |
| 14. | DIQRI RISKIANTO | ~ | |
| 15. | AKBARIYA | ~ | |
| 16. | BAGUS IMIYANTO | ~ | |
| 17. | M. FERNAS | ~ | |
| 18. | PRAHARSA GANJARNING B.P | ~ | |
| 19. | SUTIKNO | ~ | |
| 20. | HERIK WAHYU BINTARO | ~ | |
| 21. | ERWIN RESTIKA MAWARNIKA | | |
| 22. | IKA | | ~ |
| 23. | SUCI | | ~ |
| 24. | TIKA | | ~ |
| 25. | NURUL RAHMAN ARIF | | ~ |
| 26. | PITA | | ~ |
| 27. | AJENG NUR DIANA W. | | ~ |
| 28. | DEWI SUSANTI | | ~ |
| 29. | AYU PUTRI BUNGA | | ~ |
| 30. | RESTIA VEMBIRA SANTI | | ~ |
| 31. | RETNANI G.M. | | ~ |
| 32. | JATI SARI D.K. | | ~ |
| 33. | DEWI ARGYANINGTYAS | | ~ |
| 34. | ANINDYA OKTARINA | | ~ |
| 35. | RIA HIKMAH | | ~ |
| 36. | SISKA AMARINI | | ~ |
| 37. | DWI RURY N. | | ~ |
| 38. | FIRMA DWI PURNAMAWATI | | ~ |
| 39. | MAYA NOURMA WIJAYANTI | | ~ |
| 40. | RATIH KUMALA AYU | | ~ |
| 41. | ANITA | | ~ |
| 42. | FITRI BERLIAN E.P. | | ~ |
| 43. | NALUNTA KARUNIA | | ~ |

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“*Andhe-Andhe Lumut*”

Starring :

Randy Dwi Saputra as Andhe-Andhe Lumut

Dian Alfiatul Uliyah as Galuh Candra Kirana and Klenthing Kuning

Tita Rudini Yasin as Mbok Rondo Dadapan

Afifa Wahdaniyah as Klenthing Merah

Nurina Fitrianingtyas as Klenthing Hijau

Santi Kurniwati as Klenthing Biru

Egah Sukma as King of Singoedan Kingdom

Debrina Satria as Queen of Singoedan Kingdom

Rahmah Yasinta as Angel

Ahmad Adib as Yuyu Kangkang

Maria Ulfa as Lady in waiting 1

Widita Hayunandini as Lady in waiting 2

Director : Randy Dwi Saputra

Script : Randy Dwi Saputra

Illustrator : Ahmad Adib

Sound Effect : Egah Sukma and Rahmah Yasinta

Costume : Tita Rudini Yasin and Afifa Wahdaniyah

Make up : Nurina Fitrianingtyas and Debrina Satria

ANDHE-ANDHE LUMUT

One day, Galuh Candra Kirana and Andhe-Andhe Lumut, the prince of Singoedan Kingdom, is having their marriage. But suddenly...
(Marriage song)

Galuh Candra Kirana : Help... brother !

Andhe-Andhe Lumut : My sister Galuh...

(The Witch grand mother is laughing) Hi..hi..hi..hi..hi...

So, separate Galuh Candra Kirana and Andhe-Andhe Lumut.
After a few minutes ...

Galuh Candra Kirana : Oh, where am I ?

Help... help... help me.

In other place ...

Mbok Rondo : Oh... I am so tired from the market. Klenthing Merah go to the forest, look for wood. Mother is going to cook.

Klenthing Merah : Huh, mom, ... you know, I'm so tired from going shopping, and on foot.

Mbok Rondo : Ok..ok.. you go to the market, Klenthing Hijau.

Klenthing Hijau : Huh, mom, I haven't washed my face yet after going to the market.

Mbok Rondo : Huh, how spoil you are. Ok, I will go.

After reaching the forest ...

Galuh Candra Kirana : Oh, why is it so lonely ?

Mbok Rondo : Who are crying ? I'll see.

Hey, who are you, kid ? Why ? Where and why are you crying ?

Galuh Candra Kirana : (She cries louder)

Mbok Rondo : Hey, why are you crying louder ?

Galuh Candra Kirana : Please, help me.

Mbok Rondo : Lho, who are you ?

Galuh Candra Kirana : My name... my name... Ehm.. *sudah lupa, tuh!*.

Mbok Rondo : (I think I have a good idea.)

Ok, come with me.

Galuh Candra Kirana : Where ?

Mbok Rondo : Of course to my house.

Galuh Candra Kirana : Ok, *siapa takut ?*

After getting home ...

Mbok Rondo : Kids, come here hurriedly.

Klenthing Merah : What's up mother ?

Klenthing Hijau : Yes, I'm still busy.

Mbok Rondo : Well.. Mother ...

Klenthing Biru : Cool... *Cinta I Love You!*

- Klenthing Merah and Klenthing Hijau : Ok, Mom.
 Galuh Candra Kirana : Hei, Who are they ?
 Mbok Rondo : They are my children.
 Klenthing Biru : What's up, Mom ? the football watch is great.
 Mbok Rondo : Ok... Ok... there is your new sister. Now, she is going to handle your work.
 Klenthing Merah : Mom, what is her name ?
 Mbok Rondo : I don't know.
 Klenthing Hijau : Where is she come from ?
 Mbok Rondo : I don't know.
 Klenthing Merah : How is it ? Not know her origin. If she will do bad things, what's going on ?
 Klenthing Hijau : Yes, how is it, Mom ?
 Klenthing Biru : Ok... Ok... if me, (song As Long As You Love Me). I'll be okay if you will do my jobs.
 Mbok Rondo : Well... what about calling her Klenthing Kuning ?
 Klenthing Hijau : But... why her name is Klenthing Kuning ?
 Mbok Rondo : Because your name are *merah*, *hijau* and *biru*, now I'll give Klenthing Kuning for her name, like political party in MPR.
 Klenthing Biru : Oh... I see. It is up to you, Mom.

At the palace ...

- Andhe-Andhe Lumut : (song Miss You Like Crazy). Oh Galuh, where are you now ?
 Queen : Ok, son. Strong your heart.
 King : Yes my child, when you lost your wife, get another one. No problem, isn't it ?
 Andhe-Andhe Lumut : What did you say, Dad ? We must have one wife and we must be faithful.
 King : Yeah... it's look like me. I have governed for 32 years, my wife just only one. But... there are a lot of in the other side.

At Mbok Rondo's house ...

- Mbok Rondo : Come on Klenthing Kuning ! Wash the dresses, cook for dinner, clean the living room, sweep the yard and look for wood in the forest.
 Klenthing Kuning : Do I do all this job ?
 Klenthing Merah : Of course, you don't pay anything here. So you must do everything.
 Klenthing Hijau : Oh, how dare you are.
 Klenthing Biru : Oh ya, my shoes are dirty, clean it too ! If you've finished, buy me a new magazine about Manchester United in town.
 Mbok Rondo : Ok, hurry up. First, clean the dresses.
 Klenthing Kuning : Ok, Mom.
 Klenthing Biru : Hm... we can relax...

After getting the river ...

Klenthing Kuning : Oh, suppose there's someone who can help me.
 Angel : Klenthing Kuning... Klenthing Kuning... Klenthing Kuning ...

Klenthing Kuning : What is the strange voice ?
 Angel : Klenthing Kuning ...

Klenthing Kuning : Who is disturbing me ?
 (The Angel is coming)

Klenthing Kuning : Hei, who are you ?
 Angel : Don't be afraid (song I am Your Angel)

Klenthing Kuning : Well, what are you doing here ?
 Angel : I will help you.

Klenthing Kuning : Who are you exactly ? Do you want to join to clean ?
 Angel : No... No... thank you anyway.

Klenthing Kuning : Ok, if you don't want any trouble, go away ! I'm very busy! I don't want to chat.

Angel : Don't be angry ! Actually, Klenthing Kuning is a kind girl.
 Klenthing Kuning : Ok, the beautiful angel, what will you do now ?
 Angel : Well... I'll give you a magic flower. If you have some trouble, kiss this flower. And I will come to help you.

Klenthing Kuning : And now I wanna say (song Thank You)
 Angel : But remember, don't tell to anyone about our meeting in whatever situation.

At the palace ...

King : Ok my child... don't be sad. It's better for you to look for your new wife. I'll hold a contest.

Andhe-Andhe Lumut : No ! I'll wait for my wife.
 Queen : It's ok, child. You are still young, if you are growing old, no one want you.

King : Yes, my son. It's better for you to do our advice.
 Andhe-Andhe Lumut : No ! I said no !

At Mbok Rondo's house ...

Klenthing Merah : Huh, where is Klenthing Kuning ?
 Klenthing Biru : Yes, where is she ? I'm so hungry.
 Mbok Rondo : You must wait. After she comes, we'll kill her.
 Klenthing Hijau : And... what about our stomach ?
 Mbok Rondo : Ok... you may order sate, fried rice or pizza or everything you want for dinner tonight. Ok ?

Klenthing Biru : It's great !
 Klenthing Hijau : But how to order ? you know, our telephone call was broken out because we are late to pay.

Klenthing Merah : Go to town, of course. Don't be stupid !
 Mbok Rondo : Hei ! she is coming home.
 Klenthing Merah : Hurry we are going to hide. As soon as she come in, we are surprising her.

Klenthing Hijau : Yes ! hurry up !
 Klenthing Kuning : Excuse me... excuse me... Assalamualaikum... Is anybody

- Mbok Rondo : Where have you been all day long?
 Klenthing Biru : Yes, where have you been? did you go with your boyfriend?
- Klenthing Hijau : Is there anyone be with you?
 Klenthing Kuning : I have ...
 Klenthing Merah : Shut up! No more reason.
 Mbok Rondo : Ok... where have you been?
 Klenthing Kuning : I have been ...
 Klenthing Merah : I know you are lie and you are difficult to say the truth.
 Klenthing Hijau : Ok mom, let's punish her.
 Klenthing Biru : I agree.
 Klenthing Merah : Yes, she must be have it, mom.
 Klenthing Kuning : Don't do that sisters. I do any apologize. I don't do it again.
- Klenthing Hijau : What did you say? Sister? Since when you have been my sister?
 Klenthing Kuning : Mother said ...
 Klenthing Merah : Don't say mother again. Since when our mother has been your mother?
- Klenthing Biru : Yes, since when?
 Mbok Rondo : Ok, although you confess doing mistake, you must be punished.
 Klenthing Merah : Yes, you got your punishment! you may not have your dinner!
- Klenthing Kuning : Don't! don't do that, miss ...
 Klenthing Merah : Don't cry! Do your punishment!
 Klenthing Biru : Come on, mom! Let's go!
 Klenthing Hijau : Mom, don't forget to buy powder and lipstick for me.

After that, Mbok Rondo, Klenthing Merah, Klenthing Hijau and Klenthing Biru go away. And then ...

- Klenthing Kuning : Oh, why am I so unlucky? I will clean the house. But I'm so hungry, but how?
 Angel : Hallo my child!
 Klenthing Kuning : Oh, I'm very surprised! you enter from where? why don't you say greeting to come in?
 Help me please, my angel ...
 Angel : That's why I come here.
 Klenthing Kuning : That's good! you are a kind angel. *Tapi, jangan bilang-bilang mama, ya?*
 Angel : *Rahasia, kan?*
 Klenthing Kuning : Suer!
 Angel : Ok. Now, I bring food for you.
 Klenthing Kuning : Oh, thank you very much.
 Angel : It's ok, that's my job.
 Klenthing Kuning : Angel, will you accompany me to eat?
 Angel : I have just eaten in my palace. And I don't want to break the law number 33 clause 2 about the relation between Angel and Human being.
 Klenthing Kuning : Wow, you have the completed law too, don't you?
 Angel : Yes, you are right. There are a lot of law we must obey

Klenthing Kuning : Then... what about helping someone like me?
 Angel : Oh... that is the law that I must do.
 Klenthing Kuning : I see... I understand now.
 Angel : Ok, I'll go now.
 Klenthing Kuning : Why you leave so soon ?
 Angel : Yes... your sisters and your mom will come soon.
 Klenthing Kuning : Please go now...
 Angel : Bye-bye...
 Klenthing Kuning : Angel... is very vain.

After a few minutes ...

Klenthing Biru : Wow, the steak is very nice, isn't it ?
 Mbok Rondo : Klenthing Kuning ! Klenthing Kuning !
 Klenthing Merah : Klenthing Kuning !
 Klenthing Kuning : Yes, madam ?
 Mbok Rondo : Where are you ? I called you many times but you didn't answer.
 Klenthing Kuning : I'm sorry madam. I'm just cleaning at the back yard.
 Klenthing Biru : I want to sleep... I'm sleepy. Bye...
 Klenthing Hijau : Yes, I want to go to bed too.
 Klenthing Kuning : Where is my place to sleep ?
 Mbok Rondo : Your place is in the kitchen.
 Klenthing Merah : Yes, you can accompanied the mice.
 Klenthing Kuning : Why must it be happened ? I've just stayed here one day, but I feel suffer in one year.
 Come on, mom. We go to bed.

The next morning ...

Klenthing Kuning : Uh... sleeping in the kitchen, make my body painful. Ah, it is still early... I'll do exercise. (song 5, 6, 7, 8 / like To Party)
 Klenthing Merah : Hey ! what happened ? it is so noisy outside.
 Mbok Rondo : What happened outside ? What a noisy !
 Klenthing Merah : Oh, it's you ! you make a noise. So, now you dare do many things ?!
 Mbok Rondo : What have you done ?
 Klenthing Kuning : I'm sorry, madam. I'm just engage in sports.
 Mbok Rondo : What ? sport ? Go to the market to buy food for us. Here's the money.
 Klenthing Kuning : Yes, madam.

After a while in the palace ...

Andhe-Andhe Lumut : Day by day, but there is no message from my sweetheart.
 Lady in waiting 1 : Sir, Have breakfast, please...
 Andhe-Andhe Lumut : No, thanks.
 Lady in waiting 2 : But the Queen says, you have to eat.
 Andhe-Andhe Lumut : Thank you. But, I'm not hungry.
 Lady in waiting 1 : You are still thinking of the princess, aren't you ?

- Andhe-Andhe Lumut : Yes, I can't stop thinking every time, every minute and everyday.
- Lady in waiting 1 : But, your father has announced to hold a contest to be your wife.
- Andhe-Andhe Lumut : Yes, it is father's decision and I can't change it.
- Lady in waiting 2 : So, what about the give that your father chosen ?
- Andhe-Andhe Lumut : I don't know, I'm so lazy to think about it.
- Lady in waiting 1 : Sir, do you think that the princess are still alive ?
- Andhe-Andhe Lumut : I'm sure my wife is still alive. My feeling says that. Now, please leave me alone and I want to relax.
- Lady in waiting 1 & 2 : Yes, sir.

At the other place, Klenthing Kuning who are going to the market, read the brosure concerning the contest to look for the wife of the prince.

- Klenthing Kuning : Well, the king will hold the contest, to choose the princess for his son. I'll join the contest. Who knows I'm the winner?

In front of her house ...

- Klenthing Kuning : When I join the contest, what about my costume ?, but it is better ...
- Klenthing Merah : Hey ! what is it in your hand ? the letter from your boyfriend ?
- Klenthing Kuning : No, it is not.
- Klenthing Hijau : Don't lie ! May I see the paper ?
- Klenthing Kuning : No, No... it's just a paper I found at the street.
- Klenthing Merah : So, you will tell lies again ?
- Klenthing Hijau : Do you want against us ? Give me your paper right now !!
- Klenthing Kuning : Oh..
- Klenthing Merah : Oh, the king will hold the contest to look for the wife for his son.
- Klenthing Hijau : Why do you tell lies ?
- Klenthing Merah : You want join the contest, don't you ?!
- Klenthing Hijau : And you don't want to tell to us !
- Klenthing Kuning : No..I'm just ...
- Klenthing Merah : So you don't want to compete with us ? You feel loose, aren't you ?
- Klenthing Hijau : And do you think the prince will marry with the girl like you ?
- Klenthing Kuning : When I'm thinking like that, why ?
- Klenthing Merah & Hijau : What ? haa... ha... ha...
- Klenthing Merah : So, you think like that ?
- Klenthing Hijau : So you are really a simple girl.
- Klenthing Merah : So you are really thinking like that ?
- Klenthing Kuning : Yes, you are right.
- Klenthing Merah : It's so funny. But it is ok, what about we compete one another ? Are you afraid ?
- Klenthing Kuning : Ok... Let us see ... who will be the winner !
- Klenthing Merah : May I bet ?

Klenthing Hijau : It seems you are the brave girl.
The next evening, there are a serious discussion at the Mbok Rondo's place.

Mbok Rondo : So, you are going to join the contest ?
Klenthing Merah : Yes, we are. Who knows we are the winner ?
Klenthing Hijau : Yes, mom. We are beautiful enough.
Klenthing Merah : When we compare to humble girl. We are sure to be winner, mom.
Mbok Rondo : What ? Klenthing Kuning will join the contest ? Is it true ?
Klenthing Merah : Yes, it is and even she is brave to compete with us.
Mbok Rondo : What a dare girl she is ... So, ask your sister to join and your sisters must compete with Klenthing Kuning too, to devote our pride.
Klenthing Hijau : It depends on, mother.
Klenthing Merah : But, where is Klenthing Biru ?
Mbok Rondo : She is still sleeping in her room.
Klenthing Merah : What ?! I'll wake her up right now.
Mbok Rondo : So, what is your preparation in joining the contest ?
Klenthing Hijau : I don't know. We wait for Klenthing Merah. We plan it this afternoon. So, it is impossible to buy new dress.
Klenthing Merah : Come on wake up, lazy girl ! Come here hurriedly !
Klenthing Biru : Hey! What's up ?
Mbok Rondo : Hey, you must join the contest held by the Kingdom.
Klenthing Biru : What contest ?
Klenthing Merah : You know, two days later the Kingdom will hold the contest for looking for the girl who become a wife for the prince.
Klenthing Biru : I know, I'll join it.
Klenthing Merah : So, I ask you here to discuss everything about the contest.
Klenthing Biru : Ok, we'll prepare tomorrow.
Klenthing Merah : Ok.
Klenthing Hijau : But, mom, what about Klenthing Kuning ?
Klenthing Biru : Why do you say so ?
Klenthing Hijau : She will join the contest, too.
Klenthing Biru : What ?!
Mbok Rondo : Call her to come here.
Klenthing Hijau : Ok, I will. Wait a minute.
Klenthing Biru : Wow, she is really a self confidence girl.
Klenthing Kuning : What's the matter, madam ?
Mbok Rondo : Hey ! so you want to join the contest ?
Klenthing Kuning : Yes, mom.
Mbok Rondo : Ok. Before you leave, you must see me first.
Klenthing Kuning : Ok.
Klenthing Merah : What ? you don't forbid her, mom ?
Mbok Rondo : It's no use to forbid. But give her bad experience.
Klenthing Hijau : Experience ? What experience ?
Mbok Rondo : Let you see tomorrow !

Two days later in the kingdom ...

Lady in waiting 1 : Sir... sir... your majesty call you.

Andhe-Andhe Lumut : Ok, tell him I'm seeing him.

In another room ...

Andhe-Andhe Lumut : Do you call me, Dad ?

King : Yes, my son. Sit down.

Queen : Are you ready to choose a new wife ?

Andhe-Andhe Lumut : I don't know.

King : My son, try to be strong and try to forget her.

Queen : Yes, my son. And then, she has disappeared for along time, maybe she has been dead.

Andhe-Andhe Lumut : No, my feeling says she is still alive.

Queen : Yes, I know that you still love her.

King : Well, It's better for you to prepare for that contest.

(Then, Andhe-Andhe Lumut leave that room without speaking)

At Mbok Rondo's house ...

Klenthing Biru : Oh..Am I pretty or not, Mom ?

Wait a minute ...

Klenthing Merah : Mom...what about my make up ? Is it proper or not ?

Wait...

Klenthing Hijau : Mom... what about my dress ? It is nice or not ?

Mbok Rondo : I think...

Klenthing Hijau : What ? Not yet ?

Mbok Rondo : Wow, my daughter is very antusiastic. I'm sure they will be the winner.

Klenthing Merah : Mom, my make up... is it ok or not ?

Klenthing Hijau : Mom, my dress ...

Klenthing Merah : Hey Klenthing Hijau, wait !. I'm the first.

Klenthing Hijau : Yes... but why ?

Mbok Rondo : Ok... ok... you are all beautiful

Klenthing Biru : Mom, am I beautiful ?

Mbok Rondo : Yes...yes... all my daughters are beautiful

Klenthing Hijau : I don't see Klenthing Kuning, where is she ?

Another place ...

Klenthing Kuning : Oh... I have to leave home in this way.

Angel : Hello Klenthing Kuning !

Klenthing Kuning : Hi Angel ! What's up ? you want to help me again ?

Angel : No, I only advice that you must be patience, kind hearted and to be yourself.

Klenthing Kuning : Oh, yea ? I always remember you.

Angel : I also want to say goodbye

Klenthing Kuning : What ? Why ?

Angel : Because I have done my job and you will find your happiness. Good bye Klenthing Kuning...

Klenthing Kuning : But... Angel, wait... wait...

Oh... angel has gone and leave the unknown message.

Oh it's better if I meet Mbok Rondo first.

After a few second ...

- Klenthing Kuning : Excuse me, good morning, madam.
 Mbok Rondo : Morning.
 Klenthing Kuning : Excuse me, madam. I have to leave now.
 Klenthing Merah : Oh no ! wait until we leave.
 Mbok Rondo : Yes, my children. Go now...
 Klenthing Merah : Ok, Mom.
 Klenthing Merah, Hijau and Biru : Kiss..Mmmuaah....
 Klenthing Kuning : Excuse me, Mom. I want to leave now.
 Mbok Rondo : But... wait... wait...
 Klenthing Kuning : What's the matter, madam ?
 Mbok Rondo : Come closer to me.
 Well... you are more beautiful if you change to hair style.
 (Mbok Rondo make the hair style broken).
 Ha..ha..ha... you look more stupid.
 Klenthing Kuning : (Remember angel's message that she must be patience)
 Ok, may I leave now ?
 Mbok Rondo : What ? You want to leave ? Oh..yes, please go. Be careful
 on the way, my dear...

On the way, Klenthing Merah, Biru dan Hijau get some trouble.

- Klenthing Biru : Huh..there is a long river.
 Klenthing Hijau : Yes... How could we cross it ?
 Klenthing Biru : Ah..it's very daŋger and there is no boat.
 Klenthing Merah : I'm right, if we pass the town, we can find boat to cross
 the river to the Kingdom.
 Klenthing Biru : But, it is the fastest way to the Kingdom.
 Klenthing Merah : Yes, but now what will we do ?
 Klenthing Hijau : Don't be quarrel, we...
 Yuyu Kangkang : Hello... the beautiful girls...
 Klenthing Merah : What voice is it ?
 Yuyu Kangkang : Ho..ho... ho... it's me.
 Klenthing Biru : Who are you ?
 Yuyu Kangkang : It's me... Yuyu Kangkang... The handsome yuyu the river
 owner. And I know that you want any help.
 Klenthing Hijau : What ? Help ? Who said so ?
 Yuyu Kangkang : Come on... Don't lie. You want to go to Kingdom, don't
 you ? and you have to cross the river, don't you ?
 Klenthing Biru : Hey, No ! ... but..yes..ok... Can you help us ?
 Yuyu Kangkang : Ho... ho...ho... of course I can, you know I'm the owner of
 this river.
 Klenthing Merah : How is the
 Yuyu Kangkang : By riding on my back and then, I can take you to cross the
 river.
 Klenthing Hijau : What ? Ride on your back ?
 Yuyu Kangkang : Yes, this is the only way for you to the kingdom.

After thinking for a moment ...

- Klenthing Merah : Ok, we will ask your hand to go there.

- Yuyu Kangkang : Well, you are the smart girl. But, it must be paid as a repayment.
- Klenthing Hijau : What is it ?
- Yuyu Kangkang : If you have crossed the river, you may give your cheek to be kissed one by one. It is fair, isn't it ?
- Klenthing Biru : What ? You kiss our cheek ?
- Yuyu Kangkang : Yes, I kiss your cheek.
- Klenthing Hijau : Hmm. .What about changing the repayment ? What about money ?
- Yuyu Kangkang : No you can't. It's the regulation. It's depend on you and (song You Needed Me).
- Klenthing Biru : Hmm... it's difficult.
- Klenthing Merah : Ok. We agree, because (I Want It That Way + I Need You Tonight)
- Yuyu Kangkang : Ok. Hold me tight, girls !
Go....

After a few minutes ...

- Yuyu Kangkang : We have arrived now.
- Klenthing Biru : It's very fast.
- Yuyu Kangkang : It's time to pay repayment.
Stand there and close your eyes.
- Klenthing Hijau : Here ?
- Yuyu Kangkang : Ok. Are you ready ?
- Klenthing Merah : Ok.
- Yuyu Kangkang : Mmuuah... mmuuah... mmuuah..
Warna-warni hi...
- Klenthing Merah : Finish. Ok, come on sisters.
- Klenthing Hijau and Biru : Ok.
- Yuyu Kangkang : Now, I'll be back.

After a few minutes in the same place ...

- Klenthing Kuning : Oh, the river is wide. There is no boat to cross it.
- Yuyu Kangkang : Hello... sweet girl...
- Klenthing Kuning : Hey ! Who are you ?
- Yuyu Kangkang : I'm Yuyu Kangkang. The handsome Yuyu the authority of river. And you want to cross, don't you ?
- Klenthing Kuning : Yes, you are right. I'll go to the Kingdom.
- Yuyu Kangkang : Do you want any help ?
- Klenthing Kuning : What for ?
- Yuyu Kangkang : Of course, to cross this river.
- Klenthing Kuning : Why should I ask your help ?
- Yuyu Kangkang : Because I'm the only man who can help you.
- Klenthing Kuning : And you want repayment, don't you ?
- Yuyu Kangkang : Of course. I will kiss your cheek, if you reach there.
- Klenthing Kuning : Oh, No ! I will look for another way.
- Yuyu Kangkang : Another way ? Which one ? It's only me can help you.
- Klenthing Kuning : I will look for the land way.
- Yuyu Kangkang : Which land way ?

As soon as Klenthing Kuning put the magic flower given by the Angel, the river began to decrease.

- Yuyu Kangkang : Oh, what happened ? I can't swim. I can't breath. Hey ! stupid girl, what have you done ?
- Klenthing Kuning : I know you are a wild animal and stubborn. That is my repayment for you of you stubborn so far.
- Yuyu Kangkang : Oh you are stupid girl ! Ah ... (Yuyu Kangkang died)

At the same time in the palace ...

- Lady in waiting 1 : Sir, why don't you go to the front, to choose the candidate of your wife ?
- Andhe-Andhe Lumut : What ?
- Lady in waiting 2 : Because the first the participants are waiting for you.
- Andhe-Andhe Lumut : Oh, yes. I'll go there.
- Angel : (disappears but make sound). Andhe-Andhe Lumut ...
- Andhe-Andhe Lumut : Hey ! Who are you ?
- Angel : Go out now and you will find your happiness.
- Andhe-Andhe Lumut : Who are you ? Where are you ?
(Angel didn't answer)
- Andhe-Andhe Lumut : Ok. I'll go out now.

After that ...

- Klenthing Biru : Huh... where is the prince ?
- Klenthing Merah : Hey ! shut up ! don't be noisy.
- Andhe-Andhe Lumut : Lady in waiting ...
- Lady in waiting 2 : Oh, the prince has been out.
- Andhe-Andhe Lumut : Where are the three participants ?
- Lady in waiting 1 : Here they are.
- Angel : Andhe-Andhe Lumut, listen to your heart.
- Lady in waiting 1 : What's the matter, sir ?
- Andhe-Andhe Lumut : Do you hear the voice ?
- Lady in waiting 1 : What voice ?
- Andhe-Andhe Lumut : The voice that speak to me.
- Lady in waiting 1 : No, sir. There's no voice.
- Andhe-Andhe Lumut : But ...
- King : No, my son. That's only your feeling.
- Queen : Ok, decide your choice.
What is your choice among the three girls ?

After examining a few minutes later ...

- Andhe-Andhe Lumut : No ! I don't want to choose one of them to be my wife.
- Queen : But, why my son ? are they bad girls ?
- Andhe-Andhe Lumut : No. I don't say they are not beautiful, furthermore I don't see the physical only.
- Queen : And then ?
- Andhe-Andhe Lumut : They only have an eye to my prosperity. Even they have done everything to go to the palace.

King : How do you know?
 Andhe-Andhe Lumut : Look at their cheek. There is a kissed leave Yuyu Kangkang there. So, they go to the palace by broken pass the river and they can cross it. That's why they look for help to yuyu Kangkang to cross the river and let them kissed by Yuyu Kangkang as a repayment.

Queen : Well my son, you are ready to be an adult person.
 Klenthing Biru : But prince, It's not our fault. Yuyu Kangkang offer help to us.

Andhe-Andhe Lumut : That's the same. Why do you receive his crafty offering ?
 Klenthing Merah : I don't know that he is a bad person.
 Andhe-Andhe Lumut : Because you are always thinking about going to the palace, even you don't know him before.
 Klenthing Merah, Hijau and Biru nodding.
 Andhe-Andhe Lumut : Then, it is impossible if someone offer help without any repayment.

After that Klenthing Kuning is coming ...

Lady in waiting 1 : Sir, the next contestant is coming ...
 Andhe-Andhe Lumut : Where is she ?
 Klenthing Kuning : My regard to the highness king, queen and the prince.
 Andhe-Andhe Lumut : This the girl I choose and this is the girl to be my wife. What's your name ?
 Klenthing Kuning : My name is Klenthing Kuning.
 Andhe-Andhe Lumut : Klenthing Kuning, (song I know I loved You)
 King : My son, do you really you choose her ? She is not as beautiful as the three girls.
 Andhe-Andhe Lumut : I said, I don't choose to the beauty of the physical and I'm sure that is the girl I heard from the sound.
 Queen : Voice ? What voice ?
 Andhe-Andhe Lumut : The voice that I'll find my happiness.
 King : Oh... that is make you confused ?
 Andhe-Andhe Lumut : Yes, she will be more beautiful if she use make up. Lady in waiting, make her beautiful.
 (In his heart => " And I can feel something from her, but I don't know what is it).

Klenthing Biru : Prince, do you really choose her to be your wife ?
 Klenthing Merah : Yes sir, at my home, she is just a maid.
 Andhe-Andhe Lumut : You shut up ! I don't want to choose you to be my wife.
 Klenthing Biru : But sir, (song Don't Wanna Loose You Now)
 Klenthing Merah : (song How Do I Live)
 Klenthing Hijau : (song From The Bottom Of My Broken Heart)

After a few minutes ...

Lady in waiting 1 : I have finished, sir.
 Andhe-Andhe Lumut : Where is she now ?
 Lady in waiting 1 : I'm sure, You'll be surprised.
 Andhe-Andhe Lumut : What do you mean ?

- Lady in waiting 2 : Well...sir, I'll dedicate prospective wife of the prince
Andhe-Andhe Lumut, The Princess.....Galuh Candra
Kirana....
- Andhe-Andhe Lumut : Are you Galuh ?
- King + Queen : Galuh Candra Kirana ?
- Andhe-Andhe Lumut : It's mean my feeling is right. You are really Galuh and
(song You Are The girl of My Dream).
- Galuh Candra Kirana : Yes, you are right. A few minutes ago, my mind is clear
enough. And I know that I'm Galuh Candra Kirana you
looked for.
- Andhe-Andhe Lumut : So, what have you done, storm farewell, your mind is out,
contest and the strange sound. All is managed the examine
our love.
- Galuh Candra Kirana : Voice ? What voice do you mean ?
- Andhe-Andhe Lumut : The lady's sound that I'll find my happiness soon.
- Galuh Candra Kirana : What is Angel's voice.
- Andhe-Andhe Lumut : Angel ... Angel Who ?
- Galuh Candra Kirana : Angel that always helps me, when I loose my mind.
- Andhe-Andhe Lumut : Who is she and where is she, we have to gratitude to her.
- King : So my son, you have got your happiness. We pray that
you'll be a couple in the future.
- Andhe-Andhe Lumut : Now, My dear Galuh... Get this flower as the symbolize of
our love.
- Galuh Candra Kirana : I can't forget that such a good time and I promise I'll be a
good wife.
- Andhe-Andhe Lumut : I do promise that (song I do)