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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit Andianto, Anang. 2016. Improving Students' Speaking Ability Using Rolesitas Brawijava Play Technique for the Eleventh Graders at SMKN 1 Batu. English Language Education Program, Universitas Brawijaya. Supervisor: Devinta Puspita Ratri, M. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Keywords: Speaking Ability, Role Play Technique Universitas Brawijaya Universitas Brawijaya Since communication is an essential need for human being, learning language takes place as a bridge to interact with others. Reflecting to the phenomenon, speaking ability is the most frequently used to communicate. As an international language, the ability to speak English is needed especially for the ability to speak English is needed especially for University students to prepare for their future. However, the teaching of speaking in the sites Brawijava classroom is still using the traditional approach such as reading aloud in front of the class and repetitive drills. Based on the preliminary study that was conducted at SMKN 1 Batu, especially in XI Fashion Boutique 2 class (XI BB2), most of students still found some difficulties in pronunciation, grammar, vocabulary, and Sitas Brawijaya confidence. Thus, the researcher proposed role play technique to improve itas Brawijay students' speaking ability of XI BB2 students at SMKN 1 Batu. This research used Classroom Action Research to cope with the students' problem related to the speaking ability. Through role play technique, the students are able to express their ideas, feelings, and thoughts in a particular role. Besides, some instruments were also used in this research to support the data collections it as Brawijaya which was conducted in one cycle. Those instruments were observation checklist, it as Brawijaya interview, test, questionnaire, and field notes. From the result of this research, it was concluded that role play technique helped the students to cope with the speaking problem in English. It was Brawijaya Universit supported by the accomplishment of the criteria of success The improvement of sitas Brawijaya Universithe students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the final score in post-test, in the students' speaking ability also was seen from the students' speaking ability abilit this cycle the final score was 81% of the students could pass the standard minimum score. It's mean that 18 students from 22 students got more than 75 score as a criteria of success. Furthermore, role play technique could be an sitas Brawijaya Universital ternative way to improve students' speaking ability who have the similarity sitas Brawijaya Universit problems of speaking. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijąjya Universitas Brawijaya Andianto, Anang. 2016. Improving Students' Speaking Ability Using Role Play Technique for The Eleventh Graders at Smkn 1 Batu. Study Program of English Education, Universitas Brawijaya. Supervisor: Devinta Puspita Ratri, M. Universit Pd. Brawijaya Universitas Brawijaya Universitas Brawijaya Kata kunci : Keterampilan Berbicara, Teknik Bermain Peran Prawijaya Di era global, berkomunikasi merupakan kebutuhan bagi setiap orang. Hal itu menyebabkan kedudukan pembelajaran bahasa sebagai pengantar komunikasi menjadi hal yang penting. Berdasarkan pada fenomena tersebut, kemampuan berbicara harus bias dikuasai oleh setiap orang untuk berkomunikasi. Sebagai itas B Bahasa internasional, kemampuan berbicara dalam Bahasa Inggris sangat diperlukan bagi siswa untuk berkomunikasi dalam persaingan global. Namun, pembelajaran berbicara di kelas masih menggunakan pendekatan tradisional seperti membaca nyaring di depan kelas dan pengulangan kata-kata sulit. Universit Berdasarkan pada studi awal dalam penelitiaan yang dilakukan peneliti di SMKN sitas Br Universit 1 Batu khusunya di kelas XI Busana Butik 2, banyak siswa yang masih siras mengalami kesulitan pada cara pengucapan, tatabahasa, kosa kata, dan percaya diri dalam Bahasa Inggris. Oleh karena itu, peneliti mengajukan teknik role play yang bertujuan untuk meningkatkan kemampuan berbicara siswa kelas XI BB2 SMKN 1 Batu. Penelitian ini menggunakan penelitian tindakan kelas untuk mengatasi permasalahan siswa yang berkaitan dengan kemampuan berbicara. Melalui teknik role play, siswa mampu mengutarakan ide dan pendapatnya dalam sebuah peran. Beberapa instrument juga digunakan dalam penelitian ini untuk mendukung pengumpulan data yang dilakukan dalam satu siklus. Instrument tersebut yaitu, sitas Br lembar observasi, wawacara, tes, kuesioner, dan catatan lapang. Dari hasil penelitian yang diperoleh, dapat disimpulakan bahwa teknik role play dapat membantu siswa dalam mengatasi masalah berbicara Bahasa Inggris. Hal ini didukung oleh tercapainya kriteria kesuksesan yang dapat dilihat itas Brawijaya Universit dari hasil akhir setiap tes, pada siklus ini terdapat 81% siswa yang mampusitas Brawijaya mencapai KKM. Yang artinya, 18 siswa mampu meraih nilai diatas 75 sebagai nilai standar kelulusan. Bagaimanapun, teknik role play dapat digunakan sebagai salah satu alternatif untuk meningkatkan kemampuan berbicara siswa dengan permasalahan berbicara yang sama. Universitas Brawijaya Universitas Brawijajiya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universit DECLARATION OF AUTHORSHIP ava. Universitas Brawijaya	• •
	Universit SUPERVISOR APPROVAL	Ulliversitas Brawijay
rawijaya	BOARD OF EXAMINERS' APPROVAL	Universitas Brawijay
rawijaya	Universit ACKNOWLEDGEMENTS S Blawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universita Brawijaya	Universitas Brawijay
rawijaya	Universit ABSTRAK ya Universit TABLE OF CONTENTS	
rawijaya	LIST OF FIGURES	
rawijaya	LIST OF APPENDICES	Universitas Brawijay
rawijaya	Universitas Brawi	
rawijaya	Universit CHAPTER I INTRODUCTION	Universitas Brawijay
rawijaya	Universitas 1.1 Background of the Study	_
rawijaya 	1.3 Objective of the Study	
rawijaya	1.4 Significant of the Study	. I ligersitas Brawijay
rawijaya	Universi 1.5 Definition of Keyterms	
rawijaya	Universit CHAPTER II REVIEW OF RELATED LITERATURE	hiversitas Brawijay
rawijaya	2.1 Definition of Speaking	7
rawijaya	2.1.1 The elements of Speaking	. Tiligersitas brawijay
rawijaya	Universita 2.1.2 Teaching Speaking	
rawijaya	Universita: 2.2 Role Play	
rawijaya	2.2.2 The Purpose of Role Play	V Ulliversitas brawijay
rawijaya	Universitas L 2.2.3 The Significant of Role Play	. Universitas Brawijay
rawijaya	Universitas Bl. 2.3 Teaching Speaking Using Role Play	
rawijaya	Universitas Bra 2.3.1 Scripted Role Play	<ul> <li>Universitas Brawijay</li> </ul>
rawijaya	Universitas Braw Universitas Brawit  2.3.2 Unscripted Role Play  2.4 Previous Studies  Wijaya	Universitas Brawijay
rawijaya	Julyan Silan January Silan January Silan S	omroroitae Brannjay
rawijaya	Universit CHAPTER III RESEARCH METHODOLOGY awiiaya	
rawijaya	Universitas Brawijaya.1 The Method of Research	. Un20ersitas Brawijay
rawijaya	3.2 The Subject and the Object of Study	· Un <sup>21</sup> ersitas Brawijay
rawijaya	Universitas Brawijaya 3.4 The Time and Place of the Study	Universitas Brawijay
rawijaya	3.3 The Writer's Role on the Study	Un <sub>22</sub> ersitas Brawijay
rawijaya	Universitas Brawijaya 5.5.1 Interview Guide for Teachera	. Unzbersitas Brawijay
rawijaya	Universitas Brawijaya 3.5.2 Class Observation	Un <sup>24</sup> ersitas Brawijay
rawijaya	3.5.3 Questionnaire for the Students	Universitas Brawijay
rawijaya	Universitas Brawijaya 6 Research Designawijaya Universitas Brawijaya	Unigersitas Brawijay
rawijaya	Universitas Brawijay3.7 Technique of Colleting the Data e.r.sit.asBrawijaya.	. Un32ersitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Unigersitas Brawijaya 3.7.2 Observation ...... rawijaya Un33ersitas Brawijaya Un 4 dersitas Brawijaya rawijaya **Universitas Brawijaya** 3.7.5 Field Note Universitas Brawijay<sub>3.8</sub> The Technique of Data Analysis Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya.9 The Criteria of Successya. Universitas Brawijaya. rawijaya Unigersitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit CHAPTER IV FINDING AND DISCUSSION ...... Un<u>?</u>ersitas Brawijaya rawijaya 4.1 Finding..... **Universitas Brawijaya** Universitas Brawijaya 4.1.1 Finding of Cycle I Universitas Brawijaya.2 Discussion as Brawijaya. Uniagersitas Brawijaya **Universitas Brawijas** Universitas Brawijaya Universit CHAPTER V CONCLUSION AND SUGGESTION..... Universitas Brawijaya 5.1 Conclusion..... 50 versitas Brawijaya Universitas Br rawijaya 5.2 Suggestion ..... rawijaya Universitas Brawijaya In**52**ersitas Brawijaya Universit REFERENCES. Universi APPENDICES..... **Sersitas Brawijaya** rawijaya hiversitas Brawijaya rawijaya rawijaya rawijaya Universit hiversitas Brawijaya niversitas Brawijaya rawijaya Iniversitas Brawijaya rawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijay **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Liniversitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universit Figure 3.6 Ja The Cycle Formas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universit Table 4.1/ii Comparison of Students Score of Two Raters in Cylce a.v.a....Univ46 sitas Brawijaya Universit Figure 4.1 Graphic of the Students' Speaking Ability Improvements ...... Uni 47 sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya ersitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijay **Universitas Brawijaya** Universitas Br Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya rawijaya rawijaya Universit hiversitas Brawijaya rawijaya niversitas Brawijaya rawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Br	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Br	
rawijaya	Universitas Brawijaya	LIST OF APPE	NDICES Universitas Brawijaya	Universitas Br	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Br	
rawijaya					
		Letter of Recommendation			
rawijaya		Approval Sheet from SMKN			
rawijaya	11	Interview Guideline for Teach			
rawijaya		Result of Teacher's Interview			
rawijaya	Universit Appendix Saya	Questionnaire Form for Students' O	ulestionnaire in Preliminary	study wester D	awijay
rawijaya	Universit Appendix 6 aya	Result of XIBB2 Students' Q			awijay
rawijaya	Universitäs Brawnaya Appendix 7	Student's Pre-test Score	s Brawijaya	universitas Br	awijay
rawijaya	Universitas Brawijay Appendix 8	Student's Pre-test Score Lesson Plan	rawijaya	Universitas Br Universitas Br	awijay
rawijaya rawijaya	Appendix 9	O1	$C = X A + A^{\dagger} + A^$	, omitorateda bi	avijay
rawijaya	Ulliversitas bi	Observation Checklist Form Observation Checklist Form	To the state of th	Universitas Br	awijay
rawijaya	Universitas Appendix 10	Observation Checklist Form	for Post-test	Universitas Br	awijay
rawijaya		Observation Checklist Result	Meeting 1	Iniversitas Br	
rawijaya		Observation Checklist Result	Meeting 2		
rawijaya		Observation Checklist Result	106///	The second second	
rawijaya	Universit Appendix 12	Students' Post-test Score			
rawijaya	Universit Appendix 13	Questionnaire Form for Stude			
	Universit Appendix 14	The Result of Questionnaire	after Treatment	niversitas Br	awijay 
rawijaya	Universit Appendix 15	Field Note Berita Acara Bimbingan Skri	nci	- Iniversitas Br	'awijay
rawijaya	Universit Appendix 16 Universit Appendix 17	Documentations	рзг	"Universitas Br	awijay 
rawijaya			141		
rawijaya	Universitas B			Universitas Br	
rawijaya	Universitas B		a	Universitas Br	
rawijaya	Universitas Bra	AA	Aya	Universitas Br	
rawijaya	Universitas Braw		ljaya	Universitas Br	
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rawijaya	Universitas Brawijaya			Universitas Br	
rawijaya	Universitas Brawijaya			Universitas Br	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya
rawijaya	Universitas Brawijaya	rawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	rawijaya
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rawijaya	Universit listening, reading and writing. According to Richards (2008), Speaking is ansitas B	
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rawijaya rawijaya		
rawijaya Irawijaya	University and has become part of daily activities. When someone's speaking, he or she <sup>sitas</sup> B	
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rawijaya	Universitas necessary thing to develop student's ability specially in speaking skill. Speaking Universitas B	rawijay
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rawijaya	Universitas Bra Universitas B	
rawijaya	Universitional order to get more active to communicate using English.	rawijaya
rawijaya	Universitas Brabased on the researcher's experience during internship (Praktek B	rawijaya
rawijaya	Universitas Brawijaya `Universitas B	rawijaya
rawijaya	Universit Pengalaman Lapangan: PPL) in Grade XI Vocational Secondary Schools 1 sit as B	
rawijaya	Universities Brawija and Menengah kejuruan 1: SMKN-1) Batu, most of students think that	rawijaya
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rawijaya	speaking is very difficult to practice. When the teacher asks the students to	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universitexpress their opinions or their ideas, orally, most of them are afraid and ashamed.sitas B	rawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive2sitas Brawijaya Universitas Brawijaya and then they get low score. They are confused how to say some words because of ersitas Brawijaya Universit lack of vocabularies and confidence to speak out. Versitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas
That is in line with the teacher's line statement that students of fashion Universit boutique grade of XI, SMKN 1 BATU had difficulty in forming words become a Sitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sentence; it is hard for them to produce sound to convey their ideas, they have no University strong confidence to stand up in the front of the class to speak English. Besides Universithat, they need more vocabulary to support their English as a communication tool. sitas In the communication language teaching, Canale and Swain (1980) stated Universit socio-linguistic competence is an importance knowledge that should be injected Universi by teacher to students' communication competence. Socio-linguistic is the sites Br competence that concerned with the appropriateness of communication depending Universition the context including the participants and the rules for interaction. As role-playsitas Braw is one of the major categories of CLT (Richard & Rodgers, 1986), it can be used to promote the competence which is mentioned above. In conclusion, CLT is in Sitas Brawijaya Universit line with role play that has advantage in improving speaking skill. Universitas Bl According to Richard & Rodgers in 1986 stated that The Communicative Universit Language Teaching Approach (CLT) is a necessary teaching approach behind thesitas Brawijaya use of role play to teach EFL. "CLT is generally regarded as an approach to sitas Br Universitation language teaching" Larsen-Freeman, 2000; Richards and Rodgers, 2001. It is Universitated Brawijaya Universitate Universit based on the theory that the main purpose of the language use is communications it as Brawijava and it's the main goal therefore is for learner to develop communication Universit competence (Hymes, 1972, Richards and Rodgers, 2001; Ying, 2010). In other Brawijaya Universitas Brawijaya

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rawijaya	Universit teaching and learning process as natural as a real life situation. Utilizing the situas Bra	
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rawijaya	Universit technique of drama, role-playing teaching is a holistic teaching method that is sitas Bra	wijay
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rawijaya	Universit speak out. According Herrell & Jordan (2011) stated role play is strategy used to strategy used to	wijay
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Irawijaya	Universi encourage learners to make connections between their past experiences, thesitas Bra	
rawijaya	Universi content currently being studied, and vocabulary is new or being used in an	wijay
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rawijaya rawijaya	Universit unfamiliar way. Students are introduced a vocabulary and given opportunity to Bra	wijay
Irawijaya Irawijaya	University discuss and use the vocabulary in context through role play. Furthermore, the role	wijay
rawijaya Brawijaya		
rawijaya Brawijaya	Universit play technique is able to help the students to remember new vocabulary after they sit as Bra Universitas Bra	
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rawijaya	Universit students' speaking capability is needed to deliver their idea spontaneously.sitas Bra	
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rawijaya	Universit Sometime students feel ashamed to speak out in the front of the class. The sitas Bra	wijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	wijay
rawijaya	Universit speaking activities. Those problems not only because of the students' personal sitas Bra	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra factors but also the technique were used by the teacher in teaching the materials. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	wijay
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rawijaya	Universit Teacher has to make speaking class in various activities, so students are able to las Bra	
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rawijaya	University speak in English Interestingly and communicatively. In order to make the students Bra	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Unive4sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya strongly interested in the teaching and learning process of speaking activities, the Universit teachers should use the most appropriate teaching technique which is suitable tositas Brawijaya Universitas Brawijaya University teach the materials which is expected not only to improve students' ability in Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya speaking English but also to make them feel fun and actively participated in the University Classroom. Utilization of drama becomes effective in this situation. Through the Universituse of drama and dramatic conventions, a teacher not only conveys the facts and sitas information of a subject, but can also portray a more vivid image of the reality. Furthermore, there is a study is related to this research. That was carried Universi out by Arianti (2011) at class VIII-1 SMP PGRI II Ciputat revealed that most of sitas Brawijaya the students had low in speaking ability. This conclusion is based on the result of Universit the pre-test which showed that only 4 or 11.11% students could pass the minimum sitas passing grade that is 65, there were 32 were still below on the criteria of success Universit (KKM), and average score of the class was 56.77. The result of Arianti's research Sitas Brawijaya Universittold that the students braver and more confident to speak English actively and the sitas B result showed in the post-test 2, there is 32 students or 88.88% of the students Universit obtained KKM score. Based on the problems and statements of some theories above, present Universitas Brawijaya Universit research, the researcher chooses students of XI BB2 (fashion boutique) class at sitas Brawijava ersitas Brawijaya Universitas Brawijaya Univ Universities pectation for students of vocational secondary school hopefully enjoy the Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univessitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universities Brawijaya application of this strategy in teaching speaking and enhance their motivation to Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universit be interested in learning English Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universita Statement of the Problems Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit Based on the background of study above, the researcher put one statement of the sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas FraHow can role play technique improve students' speaking ability in the sitas Brawijaya Universitas Brasecond grade of vocational secondary school? University 1.3 The Objectives of the Study Universitas Brawijaya rawijaya Universit Based on statement of the problems above, the objective of the study is: Universitas Brawijaya hiversitas Brawijaya To figure out how can role play improve students' speaking ability in rawijaya second grade of vocational secondary school. rawijaya Universit 1.4 Significant of the Study rawijaya From the result of this research, the study is expected that can be useful in sitas Brawijaya rawijaya terms of: Universitas Brawijaya Universitas 1. For the teacher The result of this research gives alternative solution to solve similar Universitas Braspeaking problems. **Universitas Brawijaya** Universitas Brawijaya 2. For the next researcher Universitas Brawijaya Universitas **Universitas Brawijaya** Universitas Brawijaya rawijaya rawijaya Universitas Braeference for further research. Wijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya versitas Brawijaya Universitas Brawijaya REVIEW OF RELATED LITERATURE rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya This chapter consists of theoritical frameworks and the previous studies that used in this research. The theories and the previous study will be references Universit for the researcher to complete this research. Universit 2.1 The Teaching of Speaking Speaking skill is the necessary skill which focuses on the communication language teaching that is used in various functions as the researcher wrote in the Universi chapter one. Jones (1989), states that speaking is form of communication, so it is sitas important that what they say is conveyed in the most effective way. How they say Universitis something can be as important as what they say in getting meaning across. Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible Universitin order to convey the message. Writer has found several theories from some resources about definition of Universit speaking as follow: Chaney (1998) stated that "speaking is the process of building Sitas Brawli Universitand sharing meaning through the use of verbal and non-verbal symbols in a sitas variety of contexts". Byrne (1998) also said that, "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the Bas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya receptive skill of understanding" Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braspeaking is to express or communicate opinions, feelings, ideas, etc, by or itas Brawijay Universitas Brawijaya Universitas Brawijaya Universit as talking and it involves the activities in the part of the speaker as psychological, sit as Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Brawijaya	University social solidarity, of social ranking, of professional advancement and of but universities Brawii ava	usiness".	Rrawijay
rawijaya	Universit It indicates that as one of language skills, speaking should get the attent		
rawijaya Brawijaya	Universitas Brawi	Universitas	
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rawijaya	Universita Wealtwine, in the Dollough and Shaw (2003) define, there a	Universitas	Brawijay
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rawijaya	Universitas Buideas and opinions directly what we have in our mind.	Universitas	
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rawijaya Irawijaya	Universitas Brawija Universitate process to pronounce vocal as a symbol to convey information, known that the process to pronounce vocal as a symbol to convey information, known that the process is a symbol to convey information, known that the process is a symbol to convey information, known that the process is a symbol to convey information in the process is a symbol to convey in the process is a symbol to convey in the process in the process is a symbol to convey in the	Universitas owledge, sitas	Brawijay
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rawijaya	Universitas BraJust like other abilities, speaking is complex. Teaching students speak asita	s Brawijay
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rawijaya	(1505), states that at reast there are 11, exceptioned in speaking.	s Brawijay
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rawijaya	Universitas Brays stated by Harmer (2007), if students want to be able to speak fluently	
rawijaya	Universitas Brawijaya Universita	s Brawijay
rawijaya	Universitin English, they need to be able pronounce phonemes correctly, use appropriate it a	
rawijaya	Universitas Pravil	s Brawijay
rawijaya	University stress and intonation patterns and speak in connected speech. The speaker should	s Brawijay
rawijaya	Universities able to articulate the words, and create the physical sounds that carry meaning.	s Brawijay
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rawijaya	Universi At the level of word pronunciation, in the second language learners are faced ita	
rawijaya	Universi problems on the distinguishing between sounds in the new language that do not universita	s Brawijay
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rawijaya	2 Grammar	s Brawijay
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rawijaya	Universitas In speaking word order, it is necessary to know a certain how to the	s Brawiiay
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rawijaya	Universit combine them to form new sentences (Fromkin and Rodman, 1998). Therefore, sita	
rawijaya	Universitas Brawii	s Brawijay
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rawijaya	Universitas BraVocabulary is basic element in language. In the other word, vocabulary is sita	s Brawijay
rawijaya	a tool to produce sentence in the word by word. According to Folse (2004),	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	University ocabulary is single words, set phrases, variable phrases, phrasal verbs, and	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	s Brawijay
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idioms. It is clear that limited vocabulary mastery makes conversation virtually	<b>Brawijay</b>
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
Universitas Br In the simple terms, fluency is the ability to talk freely without too much sitas	Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
University stopping or hesitating (Riddel, 2001). Meanwhile, according to Gower et-alsitas	Brawijay
(1995), fluency can be thought of as "the ability to keep going when speaking	Brawijay
Universitas Brawijaya Universitas	s Brawijay
Universitas Braw across with whatever resources and abilities they have got, regardless of	Brawijay
grammatical and other mistakes.	
The last element in the speaking is comprehension. Comprehension is	s Brawijay
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information they want Comprehension is defined as the chility to understand	s Brawijay
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Universitas Universitas	<b>Brawijay</b>
University a situation is really like. There are some strategies for maximizing comprehension situations.	Brawijay
Universities R skills that cover activating and connecting prior knowledge, concept development	Brawijay
Julya Chivolotta	
2.1.2 Teaching Speaking	
process in the classroom. Speaking ability needs special treatment in the	Brawijay
classroom's teaching and learning process to get more active with English as	s Brawijay
Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas	s Brawijav
Universit class time on reading and writing activity. This case makes teaching and learning	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya speaking in the classroom is getting low. As the result, the students do not obtain ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit the Espeaking ability actively. The teacher should give the students more as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas opportunities in speaking and create the good situation for them to support the rawijaya Universit exploration of students' speaking skill. Based on the statement above, there must sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya be a good balance between four basis skill of english to practice in classroom. Universit Therefore, some researchers and experts have tried to assign the notion of Brawijaya Universitas Brawijaya Universit teaching speaking. Nunan (2003) who has clarified it as to teach English languagesitas Brawijava learners to: Universitas Brawijaya **Universitas Brawijaya** produce the English speech sounds and sound patterns; use words and sentence stress, intonation patterns and the rhythm of thesitas Brawijaya Universit • second language; select appropriate words and sentences according to the proper social settings Brawijaya Universit. situation and subject matter; Universita organize their thoughts in a meaningful and logical sequence; Universities use language as a means of expressing values and judgments, and use the language quickly and confidently. Universitas Brambare, it is essential that language teacher pay great attention in Universit teaching speaking ability so that the teacher should make various activities to it as Brawijaya promote speaking to students, the teacher should motivate students to learn more Universit about speaking. O'Malley and Pierce (1996) said that speaking is an important Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitskill that the learner should acquire. It is very important in order to enable it as Brawijava students to communicate effectively through oral language because the disability Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijava** of the students to speak may lead them to be unable to express their ideas even in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita simple form of conversations Brawijaya Universitas Brawijaya Universithe students. They must try to avoid confusion which caused of making some sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mistake in pronunciation, grammar, or vocabulary. Because this is the way University students can express themselves and learn how to follow the social and cultural Universit values or rules conditioanally in each communicative situation. While, Ur (1996) sitas said that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately Universi and without undue hesitation. According to Harmer (1998) the aim of teachingsitas speaking is to train students for communication. Add to, Mabrouk (2003) Universit supported that by saying, "students should be able to make themselves itas understood, using their current proficiency to the fullest". Furthermore, Lawtie Universit (2004) asserted that "the success of learning language is measured in terms of the sitas" Universitability to carry out a conversation in the target language". Universit2.2 Role Play Many experts have different opinion in defining role play. The following are some definition about role play from different point of view. Universitas BraUr (1981) stated, "Role play is giving students a suitable topic provides sitas Brawijava interest and subject – matter for discussion, dividing them into groups improves Universithe amount and quality of verbal interaction". Here, the students are expected to sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya be able make communication more freely if they have a role to hide behind. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya According to Gower et-al (2005), stated that role play as:
Universitias Brawijaya Universitias Brad role play is when students take the part of a particular person: asit as Brawijaya customer, a manager, a shop assistant, for example. As this person, they take part Universitin a situation, acting out a conversation. It is unscripted, although general ideas Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context. Universitas BraMeanwhile according to Revell (1994), "role playwdefined Las vansitas individual's spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, Universi and to do this well the 'player' needs to come to grips with the other participants' sitas B roles, not just his own". It can be illustrated that role play, a player is given basic Universit information about who he is, what he is like, and what he wants to do. A playersitas must interact with others relate to the situations to theirs. The writer concludes that role play is a technique in English teaching in Sitas Brawijaya Universit which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real life situation so Universithe students know the functions of English in real life. Ladousse (1997) viewed that there are several types of role in role play: Universities a) The first is the roles which correspond to a real need in the students' lives. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraIn this category, it involves such roles as doctors dealing with patients, or sitas Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universities b) The second type of role is the students play themselves in a variety of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit situations, which many or may not have direct experience. The example, Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brasking for informations Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya c) The third type is the type that few students will ever experience Universitas Brawijaya	Universitas Brawija
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rawijaya	Universitas Brothemselves, but it is easy to play because the teachers have s	
rawijaya	Universitas Brawijaya	Universitas Brawija
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rawijaya	Universitas Brathis type and it is very useful kind of role taken from real life.	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas d) The last type is fantasy roles, which are fictitious, imaginary, and	Universitas Brawija
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rawijaya rawijaya	Universitas Brawi Universitas Braven absurd.	Universitas Brawija
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rawijaya	Universitas In summary, the overall aim of those types of role is very simila Universita	Iniversitas Brawija
rawijaya	Universi students to deal with the unpredictable nature of language.	niversitas Brawija
rawijaya	Universit	
rawijaya	Universi Universi According to Littewood as stated in Revel (1994), there are five c	ategories I miversitas Brawija
rawijaya	Universit of role play, they are:	hiversitas Brawija
rawijaya	Universit	niversitas Brawija
rawijaya	Universita a. Inherent roles, such as sex or age roles.	Iniversitas Brawija
rawijaya	Universita b. Ascribed roles, such as class or nationality.	Universitas Brawija
rawijaya	Universitas	Universitas Brawija
rawijaya	Universitas c. Acquired roles, one's job, for example.	Universitas Brawija
rawijaya	Universitas d. Actional role, such as patient, a coach traveler, or a client in a religious partient.	Universitas Brawija
rawijaya	Universitas Bra	Universitas Brawija
rawijaya	Universitas Braall of which occur in the course of our active life and which are ter	
rawijaya	Universitas Brawija Universitas eraFunctional role, such as offering help or expressing regret.	Universitas Brawija
rawijaya		Universitas Brawijas
rawijaya	Universities Branch For learners, actional and functional roles will be of most use. T	here is a Brawlla
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Bracommon core of actional roles which most learners mustybe	
rawijaya rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya creatively, such as asking for directions or buying a ne Universitas Brawijaya Universitas Brawijaya	wspaper.
rawijaya	Universities Bromeanwhile in functional roles, learners enter into many different s	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universitas Brawl because of this; a large amount of time should be devoted to their Universitas Brawlaya Universitas Brapractice. Universitas Brawijaya rawijaya Universitimprove students' speaking ability in speaking as transaction. Speaking as it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit transaction refers to situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is on the message about what is said in situation where focus is only the situation of the message about which is said in situation where focus is only the situation of the situ University order to make people understood clearly. The researcher will apply this technique sitas Brawijaya Universitin a group discussion and brings the students' drama as a real activity in the front sit as BRAW. of the class. Universitas Brawijaya Universit 2.2.1 Techniques to Control Role Play Littlewood in 1981 proposed four techniques may use by the teachers in Universi control role play in their class. Those are: Role play controlled through cued dialogue b. Role play controlled through cues and information Role play controlled through situation and goals d. Role play in the form of debate or discussion Universitas BraIn this study, the writer will conduct role play through situation and goal insitas Brawijaya order to stimulate students to be more active and creative to use their own Universitas Brawijaya rawijaya Universitias Brakole playing (dramatization) helps to bring the language to life and to give it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the learners some experiences of its use as a means of communication (Ladousse, 1997). Therefore, the main purpose of role play is to develop communication Universitas Brawijaya Universitas Brawijaya Universit situation. The realistic communication situation gives the students new experiences it as Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya in using the language they have learned, and the experience is good for Universit remembering what they have learned vijaya Universitas Brawijaya Hence, the writer concludes the goal of teaching speaking is similar to the ersugoal role play technique that is communication. It means role play can be applied sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya in teaching speaking and it can help students in improving their speaking skill. Universit 2.2.3 The Significance of Role Play Universitas Brawijay

It has been mentioned before that role play is one of the activities which Universitiare particularly suitable for practicing the sociocultural variations in speech acts, Universit such as a complimenting, complaining, and the like. According to Ladousse, (1997), role play uses different communicative techniques and develops fluency Universi in the language, promotes interaction in the classroom and increases motivation. Sitas Even, role play helps many shy learners by providing mask. In addition, it is fun Universit and most learners will agree that enjoyment leads to better learning. Based on that statement, the writer assumes that role play gives many advantages: such as improving students' speaking ability, motivating them to Universit practice their English, and the most important one is the students feel fun insitas Brawijaya learning English because role play is also a kind of game. Universit 2.3 Teaching Speaking Using Role Play Using role play as one of teaching techniques can make the students ers develop their language and ideas. Teaching speaking using role play can be less Brawllay delivered in some ways. According to Byrne (1982) role play is divided into two Universitas Brawijaya Universitas Brawijaya parts as follows: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive7sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brascripted role play is given in the form of dialogue text or reading texts tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas presented by students in a spoken language. By using scripted role play, students Universitare helped to memorize and easy to understand the flow of the role play itself. Itsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya supports students to avoid the lower anxiety and builds confidence in the ability to Universition communicate in English. The topic chosen should make students communicate Universiteach other (Ceranic, 2011). So, the teacher can identify or create opportunities forsitas verbal interaction from the students. The script is not always provided from the text book, but teachers can also make it by themselves, such as taken from TV Universi show, music, or environment. Besides, the script engages the students in role plays it as so it helps them to understand the situation in which the script is appropriate and Universit practiced as well. Universit 2.3.2 Unscripted Role Play Unscripted role play is well known with the improvisation without Universities considering the text or the scenario. The player should determine whether what Universitand how they will act based on the situation given. Therefore, it needs more it as Brawijaya preparation before doing the role play. The teachers can lead the class with the material discussion and let the students try their own role play privately before nversitas Brawijava Universitas Brawijava Universit practicing in front of the class.s Brawijaya Universitas The researcher found previous studies to take some analysis as a reference to complete this research. The first, previous study is Using Role Play in Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Improving Students' Speaking Ability (A Classroom Action Research in the sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Second Year Students at VIII, 1 Class of SMP PGRI II Ciputat) by: Sari Arianti sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universit form Syarif Hidayatullah State Islamic University of Jakarta. The Classroomsitas Action Research was used in her thesis with 2 cycles in her action to obtain the University criteria of success. Techniques of collecting data in this research using qualitative Blas Bl Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br data (observation) and quantitative data (questionnaire, pre-test, and post-test). In this research, the role play showed the successfulness technique in improving Universit student's ability because in the second cycle this technique was able to reach the sitas criteria of success. The criteria of success are 75% from the students to be able to obtain the KKM (Kriteria Ketuntasan Minimal) is 65. The results of this research Universi are; first from the test, there is 4 students or 11.11% of the students have obtained the KKM score. From the post-test 1, there is 13 students or 36.11% of the Universit students obtained the KKM score. And then in the posttest 2, there is 32 students it as or 88.88% of the students obtained KKM score. The second was based from Universit observation, from the result of this research told that the students braver and more Universit confident to speak English actively. The third, based from the questionnaire showed that the students' respond for teacher's professionalism and their Universitinteraction to role play technique is 75.00% and 78.57%. Regarding with the first previous study above, the researcher conducted this research with the same strategy that is focus on the student's speaking ability ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitusing role play technique. The result accumulation the researcher is using same sitas technique which was used by previous study above. The differences between this research and Arianti's research are the object, the participants and also criteria of success (KKM). This researcher will be conducted in SMKN 1 Batu with XIBB2 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sitàs Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit in this class which has 22 female students. Based on preliminary study, researchers it as Bra ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas puts minimum score about 75 which is different with previous study that was 65. Universitias Brosecond study which is put by the researcher from Kadek Ayu Nopiani las Br Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Bruniversitas Bruniversitas Brawijaya Universitas Brawijaya Un Speaking Skill through Role Play to The Seventh Grade Students of Smp Negeri 1 Universit Payangan in Academic Year 2013/2014. The students' improvement in speaking sites skill could be seen clearly by comparing the students' mean score of the pre-test, post-test in cycle I and posttest of cycle II. The mean score of the initial reflection Universi or pre-test was 53.54; furthermore, it showed that the pre-existing speaking skillsitas of the subjects under study was still low. After the treatment was given, the grand Universitimean of the reflection or post-test score in cycle I was 72.58. The established sites mean figure was obviously higher than the mean figure of the pre-test score. It Universit showed the students' improvement in speaking skill after the treatment was given. Sitas Brawijaya According to previous studies, researcher wants to know how the role play is able to increase the student's speaking ability. Regarding to second previous Universit study, differences are showed in the object, participants and criteria study. Thesitas Braw first difference is this study was treated for 1<sup>st</sup> junior high school which have sit as B speaking problem at SMPN 1 PAYANGAN. Second, the participant was taken ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Universit about 31 students consist of 14 females and 17 males. The third is about criteria of sit as success which was taken by Ayu Nopian is about 72. Therefore, this research was ended when 80% of the students' score was 72 in speaking skill. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya RESEARCH METHODOLOGY Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya This chapter covers research design that consists of preliminary study, design of the study, criteria of success, data sources, method of collecting data and Universit data analysis. Universitas Brawijaya
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Universitas Brawijaya method which derived from the root an action research. Because this method is Universi going to be occur in the class room frame. Based from Hammersley (1993) stated action research as following: Universit" Action research is a form of self – reflective enquiry undertaken by participants a sitals social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of Universit these practices, and (c) the situations in which the practices are carried out". From sit as B statements above, it is clear that classroom action research is evaluative and University reflective as it aims to bring about change and improvement in practice. Universitas Braccording to Michael J. Wallace (2006), CAR is a type of classroomsitas Brawijava research carried out by the teacher in order to solve problems or to find answers University toward context-specific issues. It means that to begin the CAR, the researcher or it as Brawijay the teacher need to identify and investigate problems before moving into the Universitas Brawijaya rawijaya

Universitas Brawijaya Another expert, Burns (1999) says "Action research functions best when it Universities Brawleya Universities B Universitis co-operative action research. Co-operative action research has the concomitants sit as Brawijava of beneficial effects for workers, and the improvement of the services, conditions, rawijaya University and the functions of the situation. In education, this activity translates into more itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya practice in research and problem-solving by teachers, administrators, pupils, and Universit certain community personnel, while the quality of teaching and learning is in the Universit process of being improved". From the statements above, we can conclude that insit as the scope of education, Classroom Action Research is one to improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel. Furthermore, it will give the better results when it's done Based on the statement above, Classroom Action Research is method that Sitas Brawijaya used to solve the classroom problems, it first overcome diagnose problems in Universit learning activity in the class. It might be essential to improve the quality of itas Brawijaya Universiteachers, administrators, students, the teaching learning process, and certainsitias community personnel. Furthermore, it will give the better results when it's done Universit collaboratively of teaching learning process in education. Universit 3.2 The Subject and the Object of Study Universitas Brawijaya Universitas Eramiju Universitas BraThe subject of the research is the second grade students of SMKN 1 Batu, sitas Brawijava University

Malang especially in XIBB2 class. The total numbers of students are 22 female

University Universitas Brawijaya Universitas Brawijaya Universit students. vijaya Universitas Brawijaya Universitas Brawijaya

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitias BraThe role of the writer was an English teacher who gave the students sit as Brawijaya Universitas Brawijaya rawijaya University and the gave students' test before CAR (pre-test) or after CAR (post-test) in final Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya cycle. The role of collaborative was necessary thing in this research to observe University during teaching and learning process. The researcher set up sitas Brawijaya s Brawijava Universitas Brawijava Universit Khoirul Umah, S.Pd as a collaborator, she is an English teacher at SMKN 1 Batusitas Brawijaya Universit especially teaches at XI clothing boutique<sup>2</sup> class. Universitas Brawijaya Universit 3.4 The Time and Place of the Study This research was conducted for a month started on 20 April up to 20 May Universi 2016. The place was taken in second grade of clothing boutique<sup>2</sup> class, SMKN 1sitas Brawijaya Batu academic year 2015/2016. 3.5 Preliminary Study Preliminary study was conducted before the research is conducted. The Universi researcher conducted a preliminary study to deal with the subject of the research sit as Brawijaya on April 28, 2016 in XI BB2 (Clothing Boutique) at SMKN 1 Batu. In this Universit preliminary study, researcher intended to find out data including student's Sitas Brawijaya Universi problems in learning English, student's characteristics, teaching technique that it as Brawijava Universities was used by teacher, and also the students' speaking score before they would be Universitating training role play. It was also supported by some instruments, such assitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas interview, class observation, questionnaire, and pre-test. Here, the researcher Universit discussed the result of preliminary study. Universitas Brawijaya rawijaya

Universitas Brawijaya 1 Interview Guide for Teacher Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraBefore doing the implementation of this study, the researcher did sitas Brawijava interview with the English teacher to know about the main problems that faced by Universit the students specially in speaking. The interview was held on April 28, 2016 at Stabilian Brawllay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya SMKN 1 Batu. After the appointment agreed, the researcher met her and did the Universit interview. The questions were about the class condition, the students' problems in Universit learning English especially in speaking, and the teaching technique which wassitas Brawijaya applied by the teacher to teach speaking. Dealing with the class condition, Mrs. Umah said that she had been Universit teaching 2 classes XI grade. Thus, she suggested the researcher to take the XI BB<sup>2</sup> sites class because the students in that class needed more attention in learning English. Universit Some of them lacked of vocabulary mastery and had difficulty in pronouncing sitas word appropriately. Therefore, the researcher proposed to do the research in this Universit class to overcome the speaking problems faced by XI BB<sup>2</sup> students which were sit as Brawijaya Universitheld on Thursday and Saturday. Universitas B. This interview consists of 12 questions. Question number 1-3 discussed Universitabout the implementation of English language learning in the classroom, questionsitas Brawijaya 4-6 will discuss about students' speaking ability and the difficulties that is faced University by the students in English learning, the question number 7-8 discussed about the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universit process of teaching speaking in the classroom, the question number 9-10 sites discussed about the use of English in teaching and learning process, and the last University questions those are 11-12 will discuss about teaching speaking in the classroom. Sitals Brawijay Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Univ24sitas Brawijaya Universitas Brawijaya See the interview guide for the teacher (Appendix 3) and (Appendix 4) to see the Universitas Brawijaya Universitas Brawijaya rawijaya Universitresultrawijaya Universitas Brawijaya rawijaya condition within the classroom about teaching and learning process which was Universit done by the teacher. It was also important for researcher to know how the itas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Braw Universities Braw Universities Braw 2016 in XI BB<sup>2</sup> at 11.30 – 12.50. At the time, during the Sitas Brawijaya Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya by giving questions and answer in the group challenge where the class divided liversit Universi into 5 groups. she gave the students sample of how to invite someone and shesitas Brawijaya used to ask the student to response that sentence. In this teaching activity, it was Universit clearly shown that the only active students answered the questions given by the Sitas Brawijaya Universiteacher, while the rest of them only kept silent when their friends tried to answers as Brawijaya Universities However, the teacher tried to ask the students who rarely speak to answer the Brawijaya Universit given question, but in fact, the students who were able to answer would helpsitas Brawijaya Universitas Branching technique in this type was a basic problem for the students to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit acquire and understand the use of oral English. The lack opportunity of the itas Brawijaya Universitas Brawijaya Universit English especially for speaking. Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.5.3 Questionnaire for the Students ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThis main function the questionnaire is to know about the students's it as Brawijava motivation, difficulties, and students' interactions before the strategy University implemented. The questionnaire was given to students on April 30<sup>th</sup> 2016 after the sitals Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya researcher did a pre-test. Questionnaire itself consists of 6 questions. (Appendix Universit 5) and see (appendix 6) to see the result. Universitas Brawijay 3.5.4 Pre-test Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya Universitas | Universitas Brawijaya | Universitas Braw know the students' score in speaking before implementing the technique. It was Universi held on April 30<sup>th</sup> 2016 based on the agreement with the English teacher to takesitas Brawijaya his time to conduct the pre-test. The pre-test was done in the form of students' Universitive formance with the scripts from the researcher. The researcher gave the script Brawijaya Universition april 28th 2016 and explained the instruction that should be done, such as the Universities should pay attention on their pronunciation, fluency, grammar, Universitintonation, and self-confidence. They might practice it with their partner at home.sitas Brawijaya The score was taken directly which based on the speaking scoring rubric as the guidance. From the pre-test result score, it is showed that the students' speaking ersitas Brawijaya Universitas Brawijaya Universitability was not so good (see appendix 7). The researcher already highlighted the sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students who already reached the minimum standard score. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B After collecting the score from the pre-test, the researcher calculated the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students who passed the minimum standard score in the percentage form by using the following formula:

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas	
rawijaya	Universitas B From the pre-test result, the data showed that there were nine students or sites	
rawijaya		
rawijaya	Universities Braw' Universities 40,90% who passed the minimum standard score calculated by the rater A and the Universities and the Sitas	Brawijay
rawijaya	University rater B showed were 36.36% students or 8 students passed minimum standard	
rawijaya	Universita	s Brawijay
rawijaya	University score. By analyzing the result of pre-test, it can be concluded that most of the	Drowiiov
rawijaya	Universi students at XI BB <sup>2</sup> class had difficulties to improve the speaking ability. So,	Brawijay
rawijaya	students at XI BB class had difficulties to improve the speaking ability. So, Universit	Brawijay
rawijaya	Universit researcher proposed the role play technique to solve the problems which faced by	
rawijaya	Universitati	
rawijaya	students in speaking ability by conducting classroom action research.  Universit  Iniversit  Iniver	s Brawijay
rawijaya	Universitas Universitas Universitas	
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universities There are many ways to improve the teaching and learning process to cope	s Brawijay
rawijaya	Universitas B	Brawijay
rawijaya	Universit with the problem that might appear in the classroom. Many teachers do personal it as	Brawijay
rawijaya	Universitas Braw Jaya Universitas	Brawijay
rawijaya	Universitas Braw reflection on teaching that they look back at what has worked and has not worked Universitas Brawllo	Brawijay
rawijaya	Universit in the classroom and think about how they can change their teaching techniques to	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitimprove they teaching and learning. This strategy is called classroom action it as	
rawijaya	research (CAR) which directly focuses on the problems or questions about their	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universition classroom. As Hopkins (2002, as cited in Costello, 2003) suggests: Universities	
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rawijaya	"Action research combines a substantive act with a research	
rawijaya	procedure; the action disciplined by enquire; a personal attempt Universitas Brawliaya Universitas	
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Universitas Brawijaya at understanding while engage in process of improvement and reform." Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University Bra From Hopkins' statement above, it can be concluded that action research is the term which describes the integration of a particular action plan and research to Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit develop an understanding of the implementation. CAR is aimed to find a solutions it as Brawijaya that is found in the classroom. Besides, action research provides the alternative ersit ways of educational questions to examine the practices. In the cased, the Brawijaya researcher proposed to choose CAR as an alternative way to solve students' Universities problems specially on the speaking through role play technique at SMKN 1 Batu. UniversitCAR is usually conducted in several cycle, while each of a cycle will be repeated by Brawijaya if the result of the first cycle does not reach the criteria of success. So, the research will be stopped whether the students have passed the criteria of success. ersitas The cycle of classroom action research involves four main stages. Sitas According to Lewin on Mcniff (1995) action research is described as a spiral step Universit which each step has four stages namely planning, acting, observing and reflecting sitas Brawijaya This research also consists of four stages on each steps, including designing Universitiesson plan (planning), implementation of teaching technique that is used and sitas Brawijaya taking students' posttest (acting), collecting data during teaching and learning process (observing), revising some steps that indicate students' difficulties based Universition the observing to be used in the next meeting, and deciding whether the result of itas Brawijaya Universitas Brawijaya how to deal with classroom action research based on Kurt Lewin's theory. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ28sitas Brawijaya Universitas Brawijava CYCLE 3 PLAN Universitas Brawijava REFLECT Universitas Brawijava rawijaya **Universitas** Brawijaya **Universitas** Brawijaya OBSERVE **Universitas Brawijaya Universitas** Brawijaya Universitas Brawijaya Figure 3.6 Universitas Brawijaya The cycle form based on Lewinin (McNiff, 1992) From the figure 3.6 above, the researcher would like to explain every phase base on the cycle order above: Planning In this phase, the researcher designed the instruments that were useds as during the implementation of the classroom action research to teach speaking Universitusing role play technique. Researcher conducts one cycle of classroom action research which consists of three meetings. After finding the students' problems in learning and deciding teaching technique that is used, researcher begins to prepare Universit some activities, materials, and teaching objective in the form of lesson plan (seesitas appendix 8). It is continued by preparing teaching media that is needed in teaching role play such as dialogues and also planning the assessment of students' speaking UniversitskilBrawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraLesson plan that has been made in the planning is applied in teaching and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas learning process. In acting, researcher was collaborated with the English teacher rawijaya

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rawijaya	Universities and researcher's partner as observer during teaching and learning process. The
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rawijaya	Universit researcher did this research consists of three meetings in one cycle.jaya Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija In the first meeting, researcher planned to have several steps of teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitand learning process. First, researcher prepares dialogues and material that is sitas Brawija
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rawijaya	Universit discussed. Second, researcher did vocabulary building and pronunciation drilling itas Brawija
rawijaya	Universition make students easier to create their own dialogue, researcher begun to apply
rawijaya	Universitas Brawijaya Universitas Brawija
rawijaya	Universitrole3 play.jaThird meeting, students performed role playa as a a test naftersitas Brawija
rawijaya	Universities Brawi Universities Brawija Brawija
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rawijaya	Universitiand giving example to play role play with teacher's partner. After the students state Brawlla
rawijaya	Universitation, Students were divided into seven itas Brawija
rawijaya rawijaya	
rawijaya Irawijaya	Universi groups and each group consisted of 3 students while the last group consisted of 4 liversitas Brawija
rawijaya Brawijaya	Universit students. The researcher asked all the groups to create their own dialogue based it as Brawija
rawijaya	Universitation of the researcher asked an the groups to create their own dialogue based stars Brawija
rawijaya	on the examples that's given by researcher. To make dialogues balance between Brawija
rawijaya	Universit student in each groups, the researcher checked every dialogue which students Brawija
rawijaya	Universitas Universitas Brawija
rawijaya	Universithave made before they practiced it in the front of class.  Universitas Brawija
rawijaya	Universitas B. In the second meeting, researcher asked each group to perform role play as
rawijaya	Universitas Bra
rawijaya	Universitan instruction in the first meeting. Before they perform role play, researchersitas Brawija
rawijaya	Universitas Brawija wijaya Universitas Brawija
rawijaya	Universit reviewed briefly about the topic that we discuss about. The researcher also put Brawija
rawijaya	Universitable below to explain teaching and learning phase on the cycle: Universitas Brawija
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas 4) Divide students into 7 groups, each g		
rawijaya	Universitas Brawijaya Universitas Braconsist of 3 students and 4 students	group Universitas	Brawijava
rawijaya	Universitas Brawijaya Universitas 5) a The students create their own dialogr		
rawijaya	Universitas Brawijava Universitas Bra expressing invitations Brawijava		
rawijaya	Meeting 2 1) Researcher is reviewing the materia	l what Universitas	
rawijaya	Universitas Brawijaya Universi 2) Students perform in the font of the		
rawijaya	Universitas Brawijaya Universitas Brausing role play technique awijaya	Universitas	Brawijaya
rawijaya	Universitas Brawijava Universitas 13) After group 1-7 have done to pe	rformarsitas	<b>Rrawijav</b>
rawijaya	Universities Brawijava Universities researcher evaluating the performance	e Iniversitas	Brawiiava
rawijaya	4) Researcher gives role play transcri	ipts to Universitas	
rawijaya	Universitas Brawijaya  each group  1) Giving post test	Universitas	
rawijaya	Universitas Brawi	Universitas	
rawijaya	Universitas Bra	Universitas	
rawijaya	Universities Observation	Universitas	
rawijaya	Universita In this phase, researcher with the help of collaborators collected	the data sitas	Brawijaya
rawijaya	Universi	niversitas	Brawijaya
rawijaya	Universi during teaching and learning process which were focused on students'	speakingsitas	Brawijaya
rawijaya	Universit skills' improvement that was indicated by their understanding, focus	hiversitas	Brawijaya
rawijaya	Universit skins improvement that was indicated by their understanding, focus	hiversitas	Brawijaya
rawijaya	Universitlesson, and participation to teacher's explanation. This observation was u	seful\forSitas	Brawijaya
rawijaya	Universita	<b>D</b> niversitas	Brawijaya
rawijaya	Universities the next meeting of acting. Researcher payed attention on the difficu	lties and conversitas	Brawijaya
rawijaya	Universitimprovements that were faced by students when role play was implement	ted in the sitas	Brawijaya
rawijaya	Universitas L	Universitas	Brawijaya
rawijaya	Universit classroom. It was aimed to know what aspects that should be revised in	the next <sub>Sitas</sub>	Brawijaya
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rawijaya	Universitas Brakeflection was done by discussing with the collaborator. The re-	esearcher sitas	Brawijaya
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rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reflection was the inspection effort on the success or the failure in reachest.	Universitas the	
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rawijaya			as Follows; ya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya	<b>Table 3.5.1</b>	Scoring rubric of speaking Scoring rubric of speaking S Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universita		Universitas Brawijay
rawijaya	Universitas Categories	Score	s Brawijaya Universitas Brawijaya Description s Brawijaya Universitas Brawijaya	Universitas Brawijay
	Universita Pronunciation	Universita Universita	Has view traces as foreign action	Universitas Brawijay
rawijaya Irawijaya	Omvorsitus Brawijaya	Universita	Always intelligible, through one is conscio	
	Universitas Brawijaya	UIIIVI <del>4</del>		Universitas Brawijay
rawijaya	Universitas Brawijaya	3	Pronunciation problems necessitate concentra	ited
rawijaya	Universitas Brawijay		listening and occasionally	Universitas Brawijay
rawijaya rawijaya	Universitas Brawi Universitas Bra	2	lead to misunderstanding very hard to understand because of pronu	Universitas Brawijay
	Universitas II	23,	problems. Must frequently be asked to repeat	Universitas Prawijay
rawijaya	Universita	1	Pronunciation problems. So severe as to	make Sitas Brawijay
rawijaya		5	speech virtually unintelligible  Make view (if any) noticeable error of Gran	
rawijaya	CHIVOISI	303	word order	iversitas Brawijay
rawijaya	Universi Universi	4	Occasionally makes grammatical and or wor	ra oraer
rawijaya	Universit	3	Makes frequent error of grammar and wor	0
rawijaya			occasionally obscure meaning	Throisitas Brawijay
	Universit	2	Grammar and word order errors make	<del>Inive</del> rsitas Brawijay
rawijaya	Universita		comprehension difficult, often rephrase sentence and or restrict himself to basic	Iniversitas Brawijay
rawijaya	Universitas	1	patterns	Universitas Brawijay
rawijaya	Universitas	1	Error in grammar and word order so sever	
rawijaya	Universitas B	17	make speech virtually unintelligible vocabula	
rawijaya	Universitas R. Vocabulary	5	Use of vocabulary and idioms is virtually the	hat of a
rawijaya	Universitas Bray	4	native speaker	Universitas Brawijay
rawijaya	Universitas Brawii	4	Sometimes uses in appropriate terms and or rephrase ideas because of inadequacies	
rawijaya	Universitas Brawija	3	Frequently uses the wrong words; conv	ersation
rawijaya	Universitas Brawijaya	lpiy/a	somewhat limited because in adequate vocabu	ulary ulary
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universita	Misuse of words and very limited vocabular comprehension quite difficult	y make rsitas Brawijay
rawijaya	Universitas Brawijaya	Universita Universita	Vocabulary limitation so extreme as to	make Universitas Brawijay
rawijaya		11	conversation virtually impossible	Universitas Drawijay
rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya	Universita Universita	Speech as fluent and effortless as that of a speaker ava Universitas Brawijaya	universitas Brawijay
rawijaya Irawijaya	Universitas Brawijaya	Universita	Speed of speech seems to be slight effective speaker	
rawijaya	Universitas Brawijaya	Universite		
rawijaya	Universitas Brawijaya	Universita	Speed and fluency are rather strongly effections language problems	ctive by
rawijaya Irawijaya	Universitas Brawijaya	Universita	Usually hesitant, often forced in to sile	
rawijaya Irawijaya	Universitas Brawijaya		s Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Universita	conversation v	rirtually impossi	blerawijaya	Unive	rsitas	Br
rawijaya	Universita	<sup>1</sup> Universita	Appears to un	derstand everyth	ing without dif	fficulty	rsitas	Br
rawijaya	Universitas Brawijaya	Universita		nearly everyth			rsitas	Br
rawijaya	Universitas Brawijaya	Universita		sional repetition nost of what is		1 1 1 2 1 3 1 3 7 7 3	rsitas	Br
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rawijaya	Universit3.7 Technique o	f Collecting	the Data	RAI.	va	Unive	ersitas	Br
rawijaya	Universitas /	*		差 //	.	Unive	ersitas	Br
rawijaya	Universita To support	t the research	h, researcher	needed to col	lect data. Th	ere wer	esitas	Br
rawijaya	Universi several ways to	collect data li	ike questionna	ire observation	n checklist fi	eld note	rsitas	Br
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rawijaya	Universit		to be used. As	this assessed f	a augad an tha		rsitas	Br
rawijaya	Universit them which were	appropriate	to be used. As	uns research ic	ocused on the	students	rsitas	Br
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rawijaya	Universitas as the instrument	ts. The compl	etely explanati	on as follows:	//		ersitas	
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rawijaya	Universitas Brawijaya research. Intervie Universitas Brawijaya	ew is used by	the interviewe	er to get inform	ation of some	situatio	rsitas n	B
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krawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Krawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Krawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas BrThe first instrument that the researcher used was the observation. It was it as used to document students' academic and affective behaviors both in the Univers Universit classroom and during activities outside of the classroom (Taylor & Nolen, 2005 as Sitas Brawijay) cited in Brantley 2007). Besides, the purpose of engaging in the observation is to Universit capture the students' actual performance as they are engaged in a task. Universit Observation was conducted to get information about the real condition in teaching it as learning activity including the process occur, teacher's performance, and students responses in speaking activity, such as pronunciation, vocabulary, grammar and their braveries to speak up in front of the class. The researcher has done the class observation in the preliminary study to get the factual situation in classroom Universit before implementing the research. The other observation has done in the form of observation checklist that has filled by the observer. It was divided into two kinds, Universit observation checklist form for meeting 1 and meeting 2 (see appendix 9) and sitas observation checklist form for post-test (see appendix 10). The checklist covered some teaching components, such as lesson plan, material, speaking activity, Universit instructional process, students' participation toward teaching and learning process, sit as Braw and role play activity. Universit3.3.3 Questionnaire iversitas Brawijaya Universitas Brawijaya Hopkins (2008) mentioned that the main use of questionnaire in classroom University action research is to obtain quantitative responds to specific questions. The Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas questionnaires in this research were given to students. There were two kinds of questionnaires that were distributed to the students. At first, questionnaires were

Universitas Brawijaya University given to indicate the students' main problem in learning English (see appendix 5). Universitas Brawijaya Universitas Brawijaya Universit The other questionnaires were given at the end of the cycle in the form of multiples it as Brawijaya choices (see appendix 12) which indicated students respond toward teaching and Universitiearning activities. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraTesting is a number measuring a person ability, knowledge, vorsitas Brawijaya Universitas Brawijay Universitas Brawijaya B Universitas Braw univer Universit students' achievement before and after given treatment. In the preliminary study, sitas Brawijaya the tests were given to know students' speaking problems based on the score that Universi they get. Post-test was given by researcher after role play have has been sitas Brawijaya implemented to know student improvement or not. The both of pre-test and post-Universitiest, researcher used transcripts dialogue that was given to each group. In the Sitas Brawijaya class, the students were divide into seven group consists of 3 students and the last group consists of 4 students. The result of the test can be analyzed using scoring Universitrubric. The researcher and observer gave score on fluency, pronunciation, sitas Brawijaya vocabulary, grammar, and comprehension. Universit3.7.5 Field Note Universitas Brawijaya Universitives information about the implementation of the study in the class (see appendix SILAS Universitas Brawijaya Universitas Brawijaya Universitas 13). Field note ideally should be written after the teaching and learning process are held (Hopkins, 2008). It was applied to know the good response from the Braw Universitas Brawijaya Universitas Brawijaya Universit students and the Iteacher and Ethink to prepare for the next meeting. Thesitas Brawijaya Universitas Brawijaya

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rawijaya Universit and Students activities during the teaching and learning process of speakingsit	as Brawijay
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through role play technique. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit	tas Brawijay
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rawijaya Universit <b>3.8 The Technique of Data Analysis</b> ijaya Universitas Brawijaya Universit	tas Brawijay
rawijaya Universitas Brakfter collecting the data, it came up to analyzing the data which were	as Brawijay
rawijaya Universitas Brawijaya Univer	tas Brawijay
rawijaya Universit obtained. Bogdan and Biklen (1992) mentioned that data analysis involves it	as Brawijay
rawijaya Universitas Brawijay Universit	tas Brawijay
working with data, organizing them, classifying them into manageable units, rawijaya Universitas Braw	
rawijaya Universit synthesizing them, searching for patterns, discovering what is important and what	as Brawijay
rawijaya Universitas Universit	tas Brawijay
rawijaya Universitis to be learnt and deciding what will researcher tells to the others. Related to the	
rawijaya Universi title, the researcher intended to find out whether there was improvement after the	as Brawijay
rawijaya Universi	tas Brawijay
rawijaya Universi students are taught using role play or not. The steps of the data analysis are: hiversit	
1 The account of an about 1 and test to take a come of students? an obvince strill	tas Brawijay
iliversit	tas Brawijay
F B F B F J J J B F B	tas Brawijay
	tas Brawijay
conducts post-test to know whether there are improvements on students	tas Brawijay
lawijaya Oliveisitas Bir	tas Brawijay
	tas Brawijay
rawijaya Universitas Braw 3. Researcher gives scores on the result of students' speaking performance at universitas Brawijaya Universitas Braw	as Brawijay
rawijaya Universitas pretest and posttest based on scoring rubric that has been made, and find the	
grawijaya Universitas Brawijaya	tas Brawijay
rawijaya Universitas mean of it. The mean score is given by two raters and compare it to knows	
	tas Brawijay
deviation score between rater A and rater B	tas Brawijay
	tas Brawijay
	tas Brawijay
rawijaya Universit4. After that, the researcher compares the students' mean scores on pretest and sit	
	tas Brawijay
noettest to know the students' improvement after giving treatment	tas Brawijay
	tas Brawijay
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rawijaya  Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijaya  Universit	
	as rawija)
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit	tas Brawijay tas Brawijay

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	3rawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	5. Examining individual students' score to know whether it meets the criteria of	
rawijaya	Universitas Brawijaya	3rawijay
rawijaya	Universitas success or not. Researcher counts how many students that can pass standards tas E	
rawijaya	Universitas Brawijaya	3rawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	3rawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Universitas Percentage = Total students who pass standard score x 100% aya Universitas E	3rawijay
rawijaya	Universitas Brawijaya Universitas Etudents  6. The last step is making its report in descriptive analyze form. The researcher	3rawijay
rawijaya	6. The last step is making its report in descriptive analyze form. The researcher	3rawijay
rawijaya	Universitas gives information using words description to show the improvement of itas E	
rawijaya	Universitas Brawi	
rawijaya	Universitas students' speaking performance in dialogue text. In this phase, researchersitas E	
rawijaya	Universitas decides whether the study is successful.	
rawijaya	Universitas E	
rawijaya 	University Diversity State of	
rawijaya	University 3.9 The Criteria of Success	
rawijaya	Universit Universit Universit  Based on the agreement between researcher and the teacher SMKN 1 Iniversitas E	3rawijay
rawijaya		
rawijaya 	Universit Batu, the minimum score which was considered to be the minimum standard scoresit as	
rawijaya	University of English mastery was 75. Furthermore, the research would be successful if 75% it as E	srawijay
rawijaya		
rawijaya	Universit of all subjects could obtain the Minimum Mastery Criterion (KKM) score of 75 in Sitas	
rawijaya	Universitas E Universit SMKN 1 Batu after they were taught by role play technique in speaking activity. Sitas E	
rawijaya		
rawijaya	It meant that the present classroom action research would be stopped if 16	srawijay Prowijov
rawijaya	Universitas Braw ijaya Universitas E	
rawijaya rawijaya	Universit subjects out of 22 subjects could achieve the minimum passing grade (KKM), iversitas E Universitas Brawijaya Universitas E	
rawijaya	Universitas Brawijaya Universitas Emwersitas Brawijaya Universitas E	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas E	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas ECHAPTER IViversitas Brawijaya rawijaya FINDING AND DISCUSSION Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit includes the research finding in first, second, and third meetings. This chapter also it as Brawijava Universities Brawing a provides the result of post-test from the implementation of role play technique in SITAS BRAW, Universitteaching of speaking. Universitas Finding After conducting the research in eleventh grade of fashion boutique 2 class (XI BB2) of SMKN 1 Batu that concerned about improving students' speaking Universitability through role play technique, the researcher obtained the findings that were sitas Brawijaya rawijaya rawijaya found during the implementation of the technique. The researcher implemented Universit the technique in a classroom action research that has been done on May 5th until Sitas Brawijaya Universit May 12th 2016 where the English subject is held 2 times in a week. The class stas Brawijaya consisted of 22 students which only girl students who learn in the class. In the Universit findings, it presents the result of the research includes the implementing and sitas Brawijaya tas Brawija observing the action, findings on the students' speaking performance, and sitas Brawijaya reflecting the action based on the research instrument result includes observation Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit checklist, test, questionnaire, and field note. The data of the research findings it as Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya described in every phase as in the following explanation.
Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ38sitas Brawijaya Universitas Brawijaya 4.1.1 Finding of Cycle I Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities BraIn this phase, the researcher designed the instruments that were used it as Brawijava University Brawijaya University Brawijaya University Brawijaya University during the implementation of the classroom action research to teach speaking rawijaya Universitusing role play technique. The first instrument was lesson plan (see appendix 8) sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijay Universities teacher. The lesson plan also based under module which was given by real Universitteacher. Besides that, the researcher also prepared the teaching media which was it as Brawijaya Universit power point presentation to deliver the material, observation checklist that has been done by the observer, field notes by the researcher, and the script that was Universit used for role play as the post-test in the last meeting of cycle I. Universit2. \Acting The researcher implemented the action in the cycle I using role play Universitiechnique and it had been conducted on May 5<sup>th</sup> – 12<sup>th</sup> 2016. Here, the researcher sitas Brawijaya who took role as the English teacher expected to be able to reach the goal to Universities prove students speaking ability in XIBB2 (boutique fashion) class students. As Universit the detail, the researcher presented in the following actions: Universitas First meeting (Thursday, May 5<sup>th</sup> 2016) — wersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas BraThe researcher started the class by greeting and asking the students' condition continued by checking students, attendance. The researcher also sitas Brawijaya as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitintroduced himself before giving the material. The material that had been it as B delivered was about expressing invitation. Because of the material had been Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya explained by the English teacher in the previous week, so the researcher just took rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit the review material using power point presentation and show it through LCD. The sit as sitas Brawijaya Universitas Brawijaya Univer Universit showed in LCD and the researcher drilled their speaking. As it was almost the last State Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya period, most of the students were tired to start the activity. Then, the teacher-University researcher asked them to pay attention and start the lesson. He told the students Universithat they would get a new method to use in learning English especially insitas Brawij speaking and the students curious what it was. After they appeared to understand with expressing invitation, the Universit researcher started to introduce the role play technique. Researcher tried to practice started role play in front of the class with researcher's partner which was provided on the Universit dialogue at English textbook. Then it was continued by the students' turn tositas practice the provided role play in textbook. The researcher reminded the students Universit to pay attention on their pronunciation and expression. The researcher also moved Brawijaya Universit around the class to make sure the students were pay attention and help their difficulties to speak. Before the meeting ended, the researcher divided the students Universitinto 7 groups that consist of 3 students and last group consists of 4 students. Each group was asked to create dialogue and they would have performed it on Universit Saturday, May 7th 2016. Researcher showed some example dialogue to avoid Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit unbalance weight of dialogue that they would made rsitas Brawijaya Universitas As the closing session of the meeting, the researcher asked the students' University difficulties during the teaching and learning activity. If they might have some it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas questions, the researcher tried a bit to explain and answer them. The researcher Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univeositas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** also reminded the students to practice role play at home with their partner and Universitas Brawijaya Universitas Brawijaya Universit learnt more about expressing invitation. At the end, the researcher closed the classifias Brawijava Universitas Bramijaya Universitas Brawijaya researcher reviewed again about expressing invitation topic. Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas
Universit previous meeting. The researcher gave a time for each group to prepare their performance meanwhile the researcher gave example how to express and how to versi show respond invitation to students with researcher's partner using role play. The performance was started by group 1st, and continued by group 2nd, and last Universit performance was showed by group 7<sup>th</sup>. Before each group performed using rolesitas play in the front of the class, the researcher asked to introduce their group and gave their script to the researcher. Universitas BraBefore the time meeting ended, the researcher gave feedback about their stas Bra performance to each groups. As the closing session of the meeting, the researcher Universit gave role play transcript for each group, the researcher asked them to practice at Sitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Unive pay attention for their pronunciation and their intonation in last meeting's ersitas Brawnaya Universitas Universit performance would be better. The researcher lasked the students' difficulties it as during the teaching and learning activity. If they might have some questions, the

Universitas Brawijaya **Universitas Brawijava** ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe class by greeting iversitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universites Third meeting (Thursday, May 12<sup>th</sup> 2016) Universitas Brawijava Universitas Brawijaya rawijaya Universithe researcher said the greeting and asking the students' condition continued by Sitas checking students' attendance. Besides, the researcher also checked their Universities to perform their role play and gave them 10 minutes to prepare as mean Universit of the organization of the time. While they prepared their role play, the researcher it as Brawijaya and partner distributed a worksheet related to the given material in the previous meeting to avoid the unpredictable situation during the performance of the Universi students. After finishing their preparation, the researcher called their names Universitrandomly to perform role play and she directly took score on their performance. Sitas Meanwhile, the rest of the students who did not perform yet, they did the worksheet related to the material and it is helped by the researcher's partner if Sitas Brawijaya Universithey found any difficulties. Universitas Bray As the closing session of the meeting, the researcher asked the students Universit difficulties during the teaching and learning activity. If they might have some Universit questions, the researcher tried a bit to explain and answer them. At the end, the researcher closed the class by greeting.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brain the observing phase, the observer observed the class situation during the itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas teaching and learning process, the researcher's explanation toward the material,

Universitas Brawijaya students' responses, such as participation, achievement, or the problems faced by ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithem, and everything that were found in the activity. The researcher made the sit as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas observation checklist (see appendix 9 and 10) that covered some descriptors about Universi lesson plan, material, speaking activity, instructional process, role play activity, itas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and students' participation toward teaching and learning process. as the addition, the observer might give some notes during the observation in the classroom. Universitas BraThe data from the field notes showed that the implementation ran wellsitas from the first meeting until the third meeting. However, there were some students did not actively involved in the teaching and learning process. In the second Universi meeting the researcher tried to divide them into 7 groups based on the absent in it order which is consisted by 3 students and 4 students, last meeting, the researcher Universit did not change the group, so they could feel more confident with their groupsitas discussion. 4. Reflecting After acting in the first meeting, the data being analyzed were taken from Sitas Brawijaya University observation checklist that dad filled up by the collaborators, it showed that it as Brawijaya researcher already completed all the descriptors on the observation checklist. Fist, Universit researcher reviewed and explained the procedure of expressing invitation. Second, Universitas Brawijaya Brawijaya Universitas showed at the LCD. Third, the researcher explained role play to students. Fourth, Universit researcher gave example how to practice role play that was helped by researcher's sitas Br partner. Fifth, the researcher gave opportunity for students to practice role play in pair based on the dialogue which showed in the text book. Sixth, researcher also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya monitored students who did not get the opportunity to speak, and researcher also ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit gave follow up activity what students' practice with their partner. Seventh, the sites researcher divided them into seven groups and asked them to create expressing Universitinvitation dialogue. Eight, the researcher evaluated the meeting and remind them stass Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to pay attention about their pronunciation and intonation. Brawijaya Universitas Brawijaya Universitas Brawijaya Universum Versitas Brawijaya Universum Universitas Bramijaya Universum Versitas Brawijaya Universum Versitas B students' participant in the activities and how far the role play affected in teaching Universitiand learning process. Based on the result of observation checklist, it proved that it as Brawijay role play allowed students to be active in the classroom and it also enhanced students' attainment. It also allowed teacher to give direct feedback and correction Universit on students' errors in order to improve students' ability, because making errors is sites a part of learning. From the results of observation checklist which have been Universitianalyzed, the students' participant toward teaching and learning process such assitas students pay attention and students' respond to teacher explanation at number 4 means that the explanation from the teacher was good. Universitas Bra In the second meeting, the researcher needed to pay attention towards students who didn't follow the researcher's explanation. Some students were busy Universit with their preparation to perform role play in the font of the class and the sitas Universitas Brawijaya Universitas Brawijaya Universitas Universitas Collaborator gave 3 point on observation checklist. In this phenomenon, the sitas researcher should be more active to manage the class but in the other side the Universit students were so interesting to learning English using role play technique. This sitas Braw meeting students performed role play in groups in the front of the class based on the dialogues of expressing invitation which they have already created at home. Universitas Brawijaya

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rawijaya	After their performance, the researcher gave feedback how to pronounce word and	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitfix students' speaking error such as great they said grit and so on vijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit engaged in teaching and learning activities. This teaching technique also involved itas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universit students to explore and enlarge their understanding of the teaching material given.	Brawijay
rawijaya	University It allowed researcher to give feedback and correction on students' performance.	Brawijay
rawijaya	Universitas Brawijaya Universitas	
rawijaya	Universit Role play also permitted researcher to know students' difficulties in learning, and sit as	
rawijaya	Universitas Braw Universitas U	Brawijay
rawijaya rawijaya		Brawijay
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Irawijaya Irawijaya	Universit  Universit  In the last meeting, students had been familiar with role play game and sites	
rawijaya Brawijaya	University	
rawijaya Brawijaya	enjoyed the game. The students' participation indicated that there were	
rawijaya	Universit improvements on their speaking skill. but still found difficulties in pronouncing stas	_
rawijaya	Universit	Rrawijay
rawijaya	Universities some words. Students' post-test result illustrated that there were improvements on	Brawijay
rawijaya	Universitistudents' speaking skill. It means that the researcher would not have to conduct states	
Irawijaya Irawijaya	Universitas Universitas econd cycle because it was successful on the first cycle.  Universitas	
rawijaya rawijaya		
rawijaya Irawijaya	Universitas Bi At the end of the lesson, researcher asked students to fill up questionnaires Universitas Bra	Prawijay
rawijaya Brawijaya	Universit (see appendix 12) about what their opinions about the use of role play in teaching it as	
rawijaya Brawijaya	Universitas Brawii	Rrawijay:
rawijaya	Universit speaking. The questionnaire consisted of 5 questions. The first question was	Brawijay
rawijaya	Universitained to identify the students' opinions toward the use of role play in teaching	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit speaking. It showed that 32% of the students very enjoyable, 45% said that it was it as	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	enjoyable and the rest of them answered that it was enjoyable enough. It means	Brawijay
rawijaya	Universithat students agree that role play was a joyful way in teaching speaking. The	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit second question was about the helpfulness of role play in motivating students to sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya speak up. The students' Universitas Brawijaya Universitas Brawijaya Universit motivated, 54% of them were motivated and the rest of them said that they were sit as tas Brawijaya Universitas Brawijaya Universi Universit Fourth question asking about the effect of role play in acquiring their speaking the Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br skill. It was about 32% of students confirmed that role play was very helpful and 68% supported that role play was helpful enough in helping them to acquire Universit speaking skill. The next question was intended to identify the students' opinion sitas whether the use of role play can improve their speaking skill or not and 100% students answered that they felt their speaking skill's improved due to the sitas Universi implementation of role play in the classroom. The last question was about asking it as their difficulties during the use of role play in teaching speaking. Most of them or Universitabout 73% still found difficulties. The difficulties deal with how to pronounce sitas some words, grammar, and lack of vocabulary. Yet, some of them also added that Universitathe use of role play can help them in vocabulary mastery by creating their ownsitas Brawijaya dialogue and perform it. Besides, the role play itself adopted from the real life situation so everyone has opportunities to speak up and express their ideas orally Universit in different word from transcript but have same meaning. Role play is one of the methods that can be used to teach speaking Universit English. Role play closed to students' imagination which brings them to the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University attractive activity. This section presents the discussion of the research findings it as toward the implementation of role play technique to improve students' speaking Universitability. It is revealed by the significant improvement from the preliminary study to sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya post test in this cycle. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Bra</b>	wijaya U	niv <del>4</del> 6sitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Bra</b>	wijaya U	niversitas	Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Bra</b>	wijaya U	niversitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	<b>Universitas Bra</b>	wijaya U	niversitas	Brawijaya
rawijaya	Universitas Brawijaya	ng students' speaking abi	Universitas Bra	wijaya U	niversitas	Brawijaya
rawijaya	Universitas Brawijaya	ng students speaking abi Universitas Brawijaya	Universitas Bra	wijaya U	niversitas	Brawijaya
rawijaya		nplemented role play, this r	esearch used two ra			
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Bra	wijaya U	niversitas	Brawijaya
rawijaya	was the research	University Brawijayaner himself while the rater I	3 was the English to	eacher XI fa	ashion niversitas	Brawijava
rawijaya		t SMKN 1 Batu. The stude				
rawijaya		Universitas Brawijaya				
rawijaya	Universitusing scoring ru	bric adapted from Mill (2009	9) which consists of	five aspects	such	Brawijava
rawijaya		ı, grammar, fluency, vocabu				
rawijaya	Universitas Brawijaya	i, grainmar, muency, vocabu	nary, and comprehe	nsion: Comp wijaya U	niversitas	Brawiiava
rawijaya		om two raters in the post-te		,,		
rawijaya	Universites Drevi	JAC B			niversitas	
rawijaya	Universitas show significant	cant differences (see table 4.	2).		niversitas	
rawijaya	Universitas /	**	* 1/	U	niversitas	
rawijaya	University Table 4.	1 Comparison of Students	Score of Two Rater		niversitas	
rawijaya	Universi	The Committee of	TO TO		niversitas	
rawijaya	Universi	Mean	Max	Min	niversitas	
rawijaya	Universi Rater A	79.1	92	60	niversitas	Brawijaya
rawijaya	Universit Rater B	79.09	92	60	niversitas	Brawijaya
rawijaya	Universit Comparison	0,18	70	0	<del>nivers</del> itas	Brawijaya
rawijaya	Universita				niversitas	Brawijaya
rawijaya	Universitas		S	//U	niversitas	Brawijaya
rawijaya	Universitas Accordin	g to table 4.1, it shows that	average score of th	e two raters	havesitas	Brawijaya
rawijaya	Universitas A.\			/// U	niversitas	Brawijaya
rawijaya	Universit little comparison	which is 0.18. It also can be	be seen from the cor	nparison be	tweensitas	Brawijaya
rawijaya	Universitas Bra	nd minimum score. Related	to the results the	students sne	niversitas	Brawijaya
rawijaya	Universitas Braw	nd minimum score. Related	to the results, the	ijaya U	niversitas	Brawijaya
rawijaya	Universit products were co	onsidered reliable because th	ey were calculated l	y two rater	s.iThesitas	Brawijaya
rawijaya	Universitas Brawijay	11.2.1.1	(a	wijaya U	niversitas	Brawijaya
rawijaya	Universi researcher also	calculated how many stude	nts that could pass	standard sc	ore of sitas	Brawijaya
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Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit with. The role player may never feel become another person when they do a rolesitas Bra play. Ments (1990) says that in role-playing, one is working a set of behaviors University which is considered appropriate to a particular role. It is concerned with the stars Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya feelings or responses and behavior as close as possible to the way someone is University placed in that particular situation. Universitas BraBased on this research's result, Role play technique proven to improve itas speaking classroom into a better situation in the way that the classroom situation becomes more alive and there is a rising students' participation and students' Universi interest. According to Hattings, (1993) based on his observation in the sites B conversation class, the Role Play would seem to be the ideal activity in which Universit students could use their English creatively and it aims to stimulate a conversation it as situation in which students might find themselves and give them an opportunity to Universit practice and develop their communication skill. Role play also increased students'sitas Brawijaya University motivation as stated by Ments, 1999. Ments mentioned that role play is it as Brawijaya motivational and effective because it involves activity. Like Ments, while Universitexamining using role play on the students we also noticed that it was highlysitas Brawijaya motivational because it was different from regular lecture based exercises which Universit were monotonous for them. Through this activity, students were seen to gain a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit different experience related to their life and other social situation, which helpedsitas Brawijava them to become more open from their rigid behavior. Universities Besides that, role play can improve students' vocabulary as Herrell & Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Jordan, 2008 stated that vocabulary role play is a strategy used to encourage Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas KI 2:Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab,	s Brawijay
rawijaya	peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan	s brawijay
rawijaya	pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas	s Brawijay
rawijaya	Universitas berbagai permasalahan dalam berinteraksi secara efektif dengan sita	s Brawijay
rawijaya	Universita lingkungan sosial dan alam serta dalam menempatkan diri sebagai sita	s Brawijay
rawijaya		s Brawijay
rawijaya	Universi KI 3:Memahami, menerapkan, menganalisis pengetahuan faktual, sita	
rawijaya	Universi konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmusita	s Brawijay
rawijaya	Universit pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasansita	s Brawijay
rawijaya	Universit kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab	s Brawijay
rawijaya	Universita fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada	s Brawijay
rawijaya	bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk	s Brawijay
rawijaya	memecahkan magalah	
rawijaya	K1 4: Mengolan, menalar, dan menyaji dalam ranah konkret dan ranah	s Brawijay
rawijaya	Universitas Balanta abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah sita	s Brawijay
rawijaya	Universitas Bra keilmuan	s Brawijay
rawijaya	Universit B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi jaya Universita	
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rawijaya	Universitas	undangan sederhana formal maupun informal.
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rawijaya	Universita	2. menyusun dialog berkaitan dengan undangan sederhana.
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rawijaya	Universita	2. secara berkelompok, siswa menyusun undangan resmi sederhana secara/ersitas Brawijay
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rawijaya	Universitas	Braw Brawijaya Kegiatan inti Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	2. 3.  Me Unive	are you today?" dila Guru mengecek keha Menjelaskan tentang atau kompetensi dasa engamati (O empertanyakan (Qua Siswa memperha diperlihatkan oleh gu Siswa menjawab yang diberikan oleh materi yang disampa Siswa berlatih menedan informasi rinci Siswa membacakan ersitas Brawijaya	njutkan berdoa. adiran siswa. g tujuan pembelaja ar yang akan dicapai. Diserving) estioning) tikan materi ya uru menggunakan LO pertanyaan-pertanya aikan melalui LCD entukan gagasan utan universitas Bray universitas Bray	ran ya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	2. 3.  University	are you today?" dila Guru mengecek keha Menjelaskan tentang atau kompetensi dasa engamati (O empertanyakan (Que Siswa memperha diperlihatkan oleh gu Siswa menjawab yang diberikan oleh materi yang disampa Siswa berlatih mene dan informasi rinci Siswa membacakan ersitas Brawijaya ersitas Brawijaya	njutkan berdoa. adiran siswa. g tujuan pembelaja ar yang akan dicapai. Diserving) estioning) tikan materi ya uru menggunakan LO pertanyaan-pertanya guru berkaitan dengaikan melalui LCD entukan gagasan utan Universitas Bray Universitas Bray Universitas Bray	ran ya	Universitas	Brawijay

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rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	mengundang tersebut dengan ucapan, awii aya	Universitas Brawijay
rawijaya	Universitas Brawijaya	intonasi, tekanan kata, dengan benar dan	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	lancar. Mengumpulkan informasi (Collecting information)	Universitas Brawijay
rawijaya	Universitas Brawijaya	information) 1. Dengan pertanyaan pengarah dari guru	Universitas Brawijay
rawijaya	Universitas Brawijaya	Siswa terpancing untuk mempertanyakan	Universitas Brawijay
rawijaya	Universitas Brawijaya	tujuan; struktur dan kebahasaan yang awila /a	Universitas Brawijay
rawijaya	Universitas Brawijaya	Univedigunakan dalam mengundang secara awijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Un2. Guru memberikan penjelasan mengenai wijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	fungsi sosial, struktur bahasa dan unsur wijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	kebahasaan yang terdapat pada teks.	Universitas Brawijay
rawijaya	Universitas Brawi	Mengasosiasi (Associating)	Universitas Brawijay
rawijaya	Universitas Br	1. Secara berkelompok yang terdiri dari 3	Universitas Brawijay
rawijaya	Universitas	orang, siswa mendiskusikan ungkapan	Universitas Brawijay
rawijaya	Universita	yang mereka temukan di buku paket.	Universitas Brawijay
rawijaya	Universit	2. Siswa menganalisis berbagai macam	niversitas Brawijay
rawijaya	Universit	undangan terkait dengan tujuan, struktur	niversitas Brawijay
rawijaya	Universit	teks, dan unsur kebahasaan, dilihat dari	niversitas Brawijay
rawijaya	Universit	segi ketepatan, efisienci, efektivitasnya.  3. Siswa memperoleh balikan (feedback) dari	niversitas Brawijay
	Universit	guru dan teman tentang fungsi sosial dan	niversitas Brawijay
rawijaya	Universita	unsur kebahasaan yang di sampaikan	Iniversitas Brawijay
rawijaya	Universita	dalam kerja kelompok.	Universitas Brawijay
rawijaya	Universitas	Mengkomunikasikan (Networking)	Universitas Brawijay
rawijaya	Universitas	1. Siswa menyusun teks undangan secara lisan	Universitas Brawijay
rawijaya	Universitas B	dengan arahan dari guru.	Universitas Brawijay
rawijaya	University Bra	2. Guru memberikan feedback.	
rawijaya	Universitas Penutup		Universitas Brawijay menit Universitas Brawijay
rawijaya	Universitas Brawija	refleksi kepada siswa tentang pemahaman	Universitas Brawijay
rawijaya	Universitas Brawijay	materi yang telah mereka pelajari.	Universitas Brawijay
rawijaya	Universitas Brawijaya	2. Guru bersama-sama siswa membuat ringakasan tentang materi yang telah	Universitas Brawijay
rawijaya	Universitas Brawijaya	Univ dipelajari hari ini. ya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	3. Guru meminta ketua kelas untuk memimpin	Universitas Brawijay
rawijaya	Universitas Brawijaya	Univido'a.as Brawijaya Universitas Brawijaya	Universitas Brawijay
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INTERIOR OF	niversitas	Brawijaya	Jniversitas Brawijaya Universitas Brawijaya	a Universitas Brawijay
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	niversitas	Pertemuan 2	Iniversitas Brawijaya Universitas Brawijaya	<u>Univers</u> itas Brawijay
	niversitas		Iniversitas Br <b>Deskripsi Kegiatan</b> tas Brawijaya	Alokası Lundersitas Brawijay
	niversitas	_	Iniversitas Brawijaya Universitas Brawijaya	Waktii
			1 Guru menyapa dengan menggunakan bahasa	10 menitrs itas Brawijay
	niversitas		inggris agar tercipta English Environment	Universitas Brawijay
	niversitas		"Good afternoon class? How are you	Universitas Brawijay
	niversitas		niv today?" dilanjutkan berdoa. rsitas Brawijaya	Universitas Brawijay
9 9	niversitas	2 2	2 Guru mengecek kehadiran siswa.	Universitas Brawijay
	niversitas		3 Guru meriview materi yang telah dipelajari	Universitas Brawijay
	niversitas		sebelumnya.	Universitas Brawijay
	niversitas		4 Menjelaskan tentang tujuan pembelajaran	Universitas Brawijay
	niversitas	Duna.	atau kompetensi dasar yang akan dicapai.	University of Describer
	niversitas	Kegiatan inti	Mengamati (Observing) dan Mempertanyakan	70 menit sitas Brawijay Universitas Brawijay
	niversitas		(Questioning)	Universitas Brawijay
2 2	niversita		1. Siswa mempelajari teks dialog yang sudah di diberikan oleh guru.	Universitas Brawijay
9 9	niversi		Siswa mengamati dan mempertanyakan	niversitas Brawijay
, ,	niversi		metode <i>role play</i>	niversitas Brawijay
	niversi	5	Mengumpulkan informasi (Collecting	niversitas Brawijay
3 - 3	niversit		information)	niversitas Brawijay
	niversit		1. Siswa mengidentifikasi unsur bahasa yang	niversitas Brawijay
	niversita	\	terdapat pada dialog.	Jniversitas Brawijay
	niversitas		2. Dengan bimbingan guru, siswa berlatih	Universitas Brawijay
9 9	niversitas		mengucapkan kata-kata yang ditemukan	Universitas Brawijay
	niversitas		sebagai pronunciation drill.	Universitas Brawijay
2 2	niversitas	B	3. Guru memberikan feedback.	Universitas Brawijay
	niversitas		Mengasosiasi (Associating)  1. Siswa mempelajari role play.	
	niversitas		Siswa memperajari <i>rote piay</i> .     Siswa secara berkelompok mendiskusikan	Universitas Brawijay
	niversitas		dialog dengan metode <i>role play</i> yang sudah di	Universitas Brawijay
	niversitas		berikan oleh guru.	
	niversitas		Mengkomunikasikan (Networking) s Brawijaya	
	niversitas		1/ Siswa menyusun teks undangan secara lisan	Universitas Brawijay
	niversitas		menggunakan metode role play dengan topic	Universitas Brawijay
	niversitas		niv yang sudah diberikan oleh guru. as Brawijaya	Universitas Brawijay
rawijaya Uı	niversitas	Brawijaya	2 Guru memberikan feedback.	Ilniversitas Brawijay
	niversitas	Penutup	1 Guru mengajukan pertanyaan sebagai refleksi	10 menit Universitas Brawijay
	niversitas		kepada siswa tentang pemahaman materi yang	Universitas Brawijay
	niversitas		telah mereka pelajari.  2 Guru bersama-sama siswa membuat	Universitas Brawijay
	niversitas		2 Guru bersama-sama siswa membuat	Heimer Hee Drewiller
	niversitas		Jniversitas Brawijaya Universitas Brawijaya	
	niversitas		Jniversitas Brawijaya Universitas Brawijaya	
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rawijaya	Universitas I		Univ	dipelajari hari ini. el sitas Brawijaya Universitas Brawijay			Brawija
rawijaya	Universitas I		3	Guru memberikan memberikan dialog			Brawija
rawijaya	Universitas I		Univ	undangan untuk dipelajari secara			Brawija
rawijaya	Universitas I		Univ	berkelompok secara lisan dengan			Brawija
rawijaya	Universitas I		Unix	menggunakan metode role play.			Brawija
rawijaya	Universitas I			Guru meminta ketua kelas untuk memimpin	•		Brawija
				vedo aas Brawijaya Universitas Brawijay			Brawija
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rawijaya	Universitas I	Pendahuluan	1.	Guru menyapa dengan menggunakan bahasa	10 menit		Brawija
rawijaya	Universitas I		2	inggris agar tercipta English Environment			Brawija
rawijaya	Universitas			"Good morning class? How are you today?"			Brawija
rawijaya	Universita			dilanjutkan berdoa.			Brawija
rawijaya	Universi		2.	Guru mengecek kehadiran siswa.			Brawija
rawijaya	Universit		3.	Guru meriview kembali materi yang telah			Brawija
rawijaya	Universit	7	1	dipelajari sebelumnya.			Brawija
rawijaya	Universit		4.	Guru mengecek tugas yang diberikan pada pertemuan sebelumnya.			Brawija
rawijaya	Universit		5.				Brawija
rawijaya	Universita		],	kompetensi dasar yang akan dicapai.	pilivers		Brawija
rawijaya	Universitas	Kegiatan inti	M	engamati (Observing) dan Mempertanyakan	70 mont		Brawija
rawijaya	Universitas			Questioning)	Univers		Brawija
rawijaya	Universitas		1.	Siswa mengamati dialog undangan			Brawija
rawijaya	Universitas I			(expressing invitation)	a Univers		Brawija
rawijaya	Universitas I		2.	Siswa mempertanyakan setting tempat pada			Brawija
rawijaya	Universitas			dan unsur kebahasaan yang terdapat pada			Brawija
rawijaya	Universitas			dialog undangan. Wijay			Brawija
rawijaya	Universitas			engumpulkan informasi (Collecting			Brawija
rawijaya 	Universitas		_	formation)			Brawija
rawijaya	Universitas			Siswa mempelajari vocabulary pada dialog. ay			Brawija
rawijaya	Universitas			engasosiasi (Associating) iversitas Brawijay			Brawija
rawijaya	Universitas		Urtiv	Secara berkelompok, siswa mempelajari tutur			Brawija
rawijaya	Universitas I		Univ	bahasa, intonasi, grammar pada dialog yang	a Univers		Brawija
rawijaya	Universitas		Univ	sudah diberikan oleh guru.  engkomunikasikan (Networking)			Brawija
rawijaya	Universitas I		Univ	tisilas piawiiava Uiiivtisilas piawiiav	a Univers		Brawija
rawijaya	Universitas I		Univ	menggunakan metode <i>role play</i> .			Brawija
rawijaya	Universitas I		Univ	<del>rersitas Brawijaya. Universitas Brawija</del> y			Brawija
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rawijaya	Universitas l	Brawijaya	Univ	versitas Brawijaya Universitas Brawijay	a Univers	itas	Brawija
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rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	
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rawijaya	Universitas Brawijaya	Ulliversitas	emberikan feedback. Sitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Penutupya	011110101000	Brannjaya Gilli Gilla Brannjaya	10 menit rsitas Brawijay
rawijaya	Universitas Brawijaya		siswa tentang pemahaman materi yang	Universitas Brawijay
rawijaya	Universitas Brawijaya	2. Guru	ereka pelajari. bersama-sama siswa membuat	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitäs ringaka	: Krawijava Universitas Krawijava	Universitas Brawijay
rawijaya	Universitas Brawijaya	I I was you wall to a	ari hari ini ya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		neminta ketua kelas untuk memimpin	Universitas Brawijay
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	UniversitH. Penilajanya	11	as Brawijaya	Universitas Brawijay
rawijaya	Universitas 1 raJenis: Tes	s lisan.	rawijaya	Universitas Brawijay
rawijaya	Universitas 2.raTeknik da	an bentuk penil		
rawijaya	Universitas Br Rubrik Pe	enilaian Ketera	mpilan Bebicara	Universitas Brawijay
rawijaya	Universitas	G	2 × 1/4	Universitas Brawijay
rawijaya	Universita Categories	Score	Description	Universitas Brawijay
rawijaya	Universi Pronunciation	n 5	Has view traces as foreign action	niversitas Brawijay
rawijaya	Universi	4	Always intelligible, through one is co	
rawijaya	Universit	2	of a definite action	<u>hive</u> rsitas Brawijay
rawijaya	Universit	3	Pronunciation problems necessitate concentrated listening and occasionally	hive rsitas Brawijay
rawijaya	Universit	F	misunderstanding	Tiniversitas Brawijay
rawijaya	Universita	2	Very hard to understand becar	
rawijaya	Universitat	132	pronunciation problems. Must freque	entlynbeersitas Brawijay
rawijaya	Universitas	1 5	asked to repeat  Pronunciation problems. So severe as	Universitas Brawijay
rawijaya	Universitas L	1	speech virtually unintelligible	Universitas Brawijay
rawijaya	Universitas EGrammar	5	Make view (if any) noticeable e	<sub>rror</sub> nio <del>p</del> rsitas Brawijay
rawijaya	Universitas Bra		Grammar or word order	Universitas Brawijay
rawijaya	Universitas Braw	4	Occasionally makes grammatical and order error which do not, however,	obscure
rawijaya	Universitas Brawija		meaning	Universitas brawijay
rawijaya	Universitas Brawijay	3	Makes frequent error of grammar an	nd word rsitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	order occasionally obscure meaning	Universitas Brawijay
rawijaya	Universitas Brawijaya	Unive2sitas	Grammar and word order werrors	
rawijaya	Universitas Brawijaya	Universitas	sentence and or restrict himself t	o basic
rawijaya 	Universitas Brawijaya	Universitas	patterns ya Universitas Brawijaya	Olliveisitas brawijay
rawijaya	Universitas Brawijaya	Universitas	Error in grammar and word order so s	
rawijaya	Universitas Brawijaya	Universitas		
rawijaya 	Universitas Brawijaya Vocabulary	Universitas	Use of vocabulary and idioms is virtu	<u> </u>
rawijaya 	Universitas Brawnjaya	Universitas	of a native speaker	
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	
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rawijaya	Universitas Brawijaya		s Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya		s Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya		s Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya		s Brawijava Universitas Brawijava Universitas Brawijava
rawijaya	Universitas Brawijaya	Universitas	Sometimes uses in appropriate terms and or
rawijaya	Universitas Brawijaya	U <del>niversitas</del>	must rephrase ideas because of inadequacies
rawijaya	Universitas Brawijaya	Universitas	rreduently uses the wrong words, conversation i
rawijaya	Universitas Brawijaya	Universitas	some what mined socials in adequate
rawijaya	Universitas Brawijaya	Unive2sitas	Misuse of words and very limited vocabulary
rawijaya	Universitas Brawijaya	U <del>niversitas</del>	make comprehension quite difficult
rawijaya	Universitas Brawijaya	Universitas	Conversation virtually impossible laya Universitas Brawijaya
rawijaya	Universitas BrFluency	Universitas	Speech as fluent and effortless as that of a Sitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya	Unive4	Speed of speech seems to be slight effected by
rawijaya	Universitas Brawijaya		language problems Speed and fluency are rather strongly effective sitas Brawijaya
rawijaya	Universitas Brawijay	3	by language problems  Speed and fluency are rather strongly effective  by language problems  Speed and fluency are rather strongly effective  by language problems
rawijaya	Universitas Brawi	2	Usually hesitant, often forced in to silence by
rawijaya	Universitas Br	5	language limitation va Universitas Brawijava
rawijaya	Universitas /	1	Speech is as halting and fragmentary as to
rawijaya	Universita Comprehensio	<b>n</b> 5	make conversation virtually impossible  Appears to understand everything without sitas Brawijaya
rawijaya	Universi		difficulty difficulty without hive sitas Brawijaya
rawijaya	Universi	4	Understand nearly everything at normal speed, rsitas Brawijaya
rawijaya	Universit		although occasional repetition may be sitas Brawijaya
rawijaya	Universit	3	Understand most of what is said at slower than rsitas Brawijaya
rawijaya	Universit	3	normal speed with repetition.
rawijaya	Universita	2	Has great difficulty following what is said. Can rsitas Brawijaya
rawijaya	Universitas	132	comprehend only "social conversation" spoken sitas Brawijaya
rawijaya	Universitas	1 [5]	slowly and with frequent repetition.  Cannot be said to understand even simple
rawijaya	Universitas L	1	conversation English Universitas Brawijaya
rawijaya	Universitas Bl	4.4	a Universitas Brawijaya
rawijaya	Universitas Bra		script that made by researcher aya Universitas Brawijaya
rawijaya	Universitas Braw	1 0	Ijaya Universitas Brawijaya
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Universitas Brawijaya Univ81/sitas Brawijaya University Appendix 15: Field Note Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas First meeting (Thursday, May 5th 2016) Universitas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bracher started the class by greeting and asking the students, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br condition continued by checking students' attendance. The researcher also are Brawijay introduced himself before giving the material. The material that had been Universit delivered was about expressing invitation. Because of the material had been sitas explained by the English teacher in the previous week, so the researcher just took Universit the review material using power point presentation and show it through LCD. The Universitstudents were asked by researcher to practice in pairs about the material whichsitas Braw showed in LCD and the researcher drilled their speaking. As it was almost the last Universi period, most of the students were tired to start the activity. Then, the teacher sitas versi researcher asked them to pay attention and start the lesson. He told the students that they would get a new method to use in learning English especially in Universit speaking and the students curious what it was. After they appeared to understand with expressing invitation, the itas researcher started to introduce the role play technique. Researcher tried to practice Universition play in front of the class with researcher's partner which was provided on the ers dialogue at English textbook. Then it was continued by the students' turn to practice the provided role play in textbook. The researcher reminded the students to pay attention on their pronunciation and expression. The researcher also moved Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra around the class to make sure the students were pay attention and help their difficulties to speak. Before the meeting ended, the researcher divided the students Universitinto 7 groups that consist of 3 students and last group consists of 4 students. Each sit as Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ&sitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Saturday, May 7<sup>th</sup> 2016. Researcher showed some example dialogue to avoid University unbalance weight of dialogue that they would made. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Universit difficulties during the teaching and learning activity. If they might have somesitas Brawijaya Universitas Brawijaya rawijaya also reminded the students to practice role play at home with their partner and rsitas Brawijaya University learnt more about expressing invitation. At the end, the researcher closed the class STAS BRANN 7th 2016) University Second meeting (Saturday, May 7<sup>th</sup> 2016) The researcher started the class by greeting and asking the students's itas Brawijaya condition continued by checking students' attendance. In this meeting, the Universit researcher reviewed again about expressing invitation topic. Students were asked to move into groups that have been divided on sites Universi previous meeting. The researcher gave a time for each group to prepare their performance meanwhile the researcher gave example how to express and how to University show respond invitation to students with researcher's partner using role play. The sit as Brawijava performance was started by group 1st, and continued by group 2nd, and last Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitylay in the front of the class, the researcher asked to introduce their group and it as Universitas Brawijaya performance to each groups. As the closing session of the meeting, the researcher Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit gave role play transcript for each group, the researcher asked them to practice atsitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ83sitas Brawijaya Universitas Brawijaya pay attention for their pronunciation and their intonation in last meeting's versitas Brawijaya Universitas Brawijaya Universitas Universit performance would be better. The researcher asked the students' difficulties sit as Brawijava sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas during the teaching and learning activity. If they might have some questions, the sitas brawijaya universitas Universit researcher tried a bit to explain and answer them. At the end, the researcher closed sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas BraThis meeting was the last meeting in this cycle. Before starting the class, sitas Brawijaya tas Br the researcher said the greeting and asking the students' condition continued by Universit checking students' attendance. Besides, the researcher also checked their sitas Brawijaya Universi readiness to perform their role play and gave them 10 minutes to prepare as meansitas Bra of the organization of the time. While they prepared their role play, the researcher Universitand partner distributed a worksheet related to the given material in the previous sitas Brawijaya meeting to avoid the unpredictable situation during the performance of the Universitatudents. After finishing their preparation, the researcher called their names it as Brawijaya University randomly to perform role play and she directly took score on their performance. Meanwhile, the rest of the students who did not perform yet, they did the Universit worksheet related to the material and it is helped by the researcher's partner if sitas Braw Universitate found any difficulties. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braks the closing session of the meeting, the researcher asked the students' sitas Brawijava difficulties during the teaching and learning activity. If they might have some University questions, the researcher tried a bit to explain and answer them. At the end, the itas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitresearcher closed the class by greeting ijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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