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Malang, 15 December 2017



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Repository Universitas Brawijaya sitory Universitas Brawijaya Repository Universitas Brawi Repository Universitas Brawijaya Repository U The writer would like to express her gratitude to Allah SWT for his blessing Reposito finish this undergraduate thesis entitled "The Use of Role Play Strategy to Improve the Second Year Students' Speaking Ability at SMP Shalahuddin Repos Malang". The writer also extends her sincere appreciation to her supervisor, Ibu Reposi Frida Unsiah M.Pd and the examiner Ibu Devinta Puspita Ratri, M.Pd for the encouragement, advice, suggestion and correction during writing process. The writer would like to thank the headmaster of SMP Shalahuddin Malang, Repose Bapak Drs. Asiep Apandi and the English teacher, Ibu Wiwik Umiyati, S.Pd for the permission, assistance, and cooperation for the success of this research. The writer also thank the students of VIII A for being cooperative in the classroom during the Reposeres research process in SMP Shalahuddin Malang. Repository U And last, the writer would like to express her deepest gratitude to her mother and father for their trust, patience, prayer, and motivation that has been given to the writer during the process of this study. The writer also thank her older brother, her Repos younger sister, and everyone for the support and motivation. Hopefully, this thesis Repositivill be useful for everyone. Java Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Malang, 15 December 2017 Repository Universitas Brawijaya Repository Universitas Brawijaya

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Safitri, Hera Rizky. 2017. **The Use of Role Play Strategy to Improve the Second Year Students Speaking Ability at SMP Shalahuddin Malang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Frida Unsiah, M.Pd.

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Speaking is one of the four language skills that a learner should acquire. In learning speaking, students often find some problems. Based on the result of the interview with the English teacher conducted in preliminary study at SMP Shalahuddin Malang; the students always use native language to communicate, the students have low motivation in learning English, the students have limited vocabulary, and the students are too shy to take part in a conversation. Thus, the writer decided to apply role play as teaching speaking strategy to improve students' speaking ability.

The research method used in this study was Classroom Action Research (CAR). This study was conducted in one cycle which consisted of four meetings. There were four steps of doing this research; Planning, Acting, Observing, and Reflecting. During the study, the writer acted as the English teacher and the English teacher acted as the observer. As the instruments, the writer used interview guideline, observation checklist, field note, test, and questionnaire. The subjects of this study were 35 students of VIII A class of SMP Shalahuddin Malang.

The result of this study revealed that using role play as teaching strategy can improve the students' speaking ability. It was shown through the criteria of success that had been achieved. The study was considered successful when 70% of the students got or passed the standard minimum score (KKM) that is 75. In pre-test, it was found that only 29% of the students got the score or passed the KKM whereas, in the post-test, 74% of the students got the score or passed the KKM. Besides, this study was also considered successful when 70% of the students actively involved during learning process in the fourth meeting. From the result of the observation checklist, it was found that 83% of the students actively involved during the implementation of role play in the fourth meeting. Thus, the writer conclude that the use of role play strategy can improve the second year students' speaking ability

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Kata kunci: Bermain peran, Kemampuan berbicara

Berbicara adalah salah satu dari empat kemampuan bahasa yang harus dimiliki seorang pelajar. Dalam belajar berbicara, siswa sering menemukan beberapa masalah. Berdasarkan hasil wawancara dengan guru Bahasa Inggris yang dilakukan dalam studi pendahuluan di SMP Shalahuddin Malang; siswa selalu menggunakan bahasa asli untuk berkomunikasi, siswa memiliki motivasi belajar Bahasa Inggris yang rendah, siswa memiliki kosa kata yang terbatas, dan siswa terlalu malu untuk ikut serta dalam percakapan. Dengan demikian, penulis memutuskan untuk menerapkan role play sebagai strategi pengajaran berbicara untuk meningkatkan kemampuan berbicara siswa.

Metode penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam satu siklus yang terdiri dari empat pertemuan. Ada empat langkah dalam melakukan penelitian ini; Perencanaan, Tindakan, Observasi, dan Refleksi. Selama penelitian, penulis bertindak sebagai guru Bahasa Inggris dan Guru Bahasa Inggris bertindak sebagai pengamat. Sebagai instrumen, penulis menggunakan pedoman wawancara, lembar observasi, catatan lapangan, tes, dan kuesioner. Subyek penelitian ini adalah 35 siswa kelas VIII A SMP Shalahuddin Malang.

Hasil penelitian ini mengungkapkan bahwa menggunakan role play sebagai strategi pengajaran dapat meningkatkan kemampuan berbicara siswa. Hal itu ditunjukkan melalui kriteria keberhasilan yang telah diraih. Penelitian ini dinilai berhasil bila 70% siswa mendapatkan atau melebihi kriteria ketuntasan minimal (KKM) yaitu 75. Pada pre-test, didapati bahwa hanya 29% siswa mendapat nilai atau melebihi KKM sedangkan pada post-test, 74% siswa diketahui mendapat nilai atau melebihi KKM. Selain itu, penelitian ini juga dinilai berhasil bila 70% siswa aktif terlibat selama proses pembelajaran pada pertemuan keempat. Dari hasil lembar observasi, ditemukan bahwa 83% siswa terlibat aktif saat pelaksanaan role play pada pertemuan keempat. Dengan demikian, penulis menyimpulkan bahwa penggunaan strategi role play dapat meningkatkan kemampuan berbicara siswa kelas dua di SMP Shalahuddin Malang.

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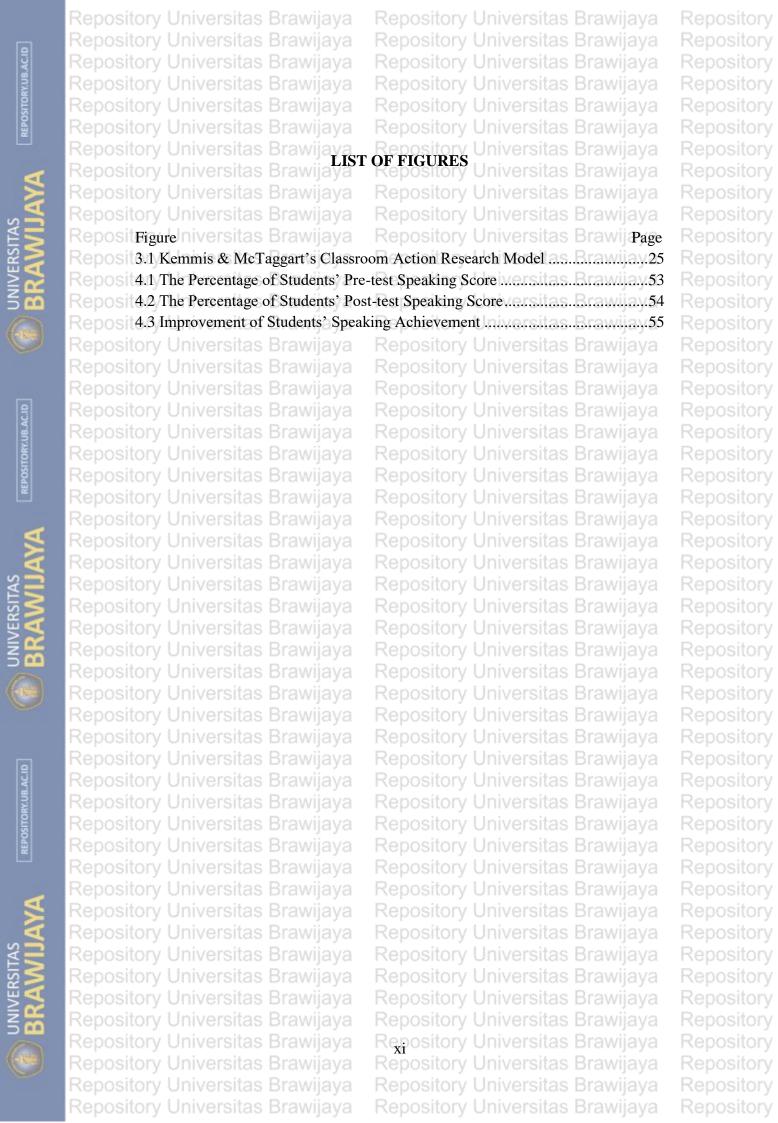
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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya ory Universitas Brawijaya **CHAPTER I** epository Universitas Brawijava Repository Universitas Brawija INTRODUCTION Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya In this chapter, the writer presents the introduction of the study including background of the study, problem of the study, purpose of the study, significances Repository Universitas Brawijaya Reposition of the study, scope and limitation of the study, and definition of the key terms Repose related to the study. Reposi 1.1 Background of the Study va Repository Universitas Braw The importance of English in every aspect of lives can no longer be denied. Repositive With the advancement of information technology and globalization, English has Repository Universitas Brawijaya Reposs been adopted as a second or foreign language in many countries including Indonesia. In line with that statement, based on Peraturan Pemerintah Nomor. 32 Tahun 2013, English is taught as a compulsory subject for students from junior high Repository Universitas Brawijaya Repos school level to senior high school level. In addition, English is also a complementary subject of the higher education institution. In other words, English is considered important because of its role in education. Repository Universitas Brawijava Repository U Focusing on educational side, in learning English, according to Harmer Repose (1989, p.16), learners need to master four language skills. Those are listening, reading, speaking, and writing. Listening and reading are known as receptive skills Repositive while speaking and writing are known as productive skills. All those four skills Repository Universitas Brawijaya Reposi cannot be separated in fact, they are interconnected. However, Ur (1996, p.120) Repository Universitas Brawiia states that of all four skills, speaking seems intuitively the most important. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava² Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Univers According to Chaney (1998, p.13), speaking is the process of building and Reposit sharing meaning through the use of verbal and non-verbal symbols in variety of Repository Universitas Brawijaya Reposi contexts. In addition, Harmer (2007), argues that the ability to speak not only focuses on the knowledge of language features but also on how the ability to process Repose information on the spot. Furthermore, Cameron (2001, p.40) states that speaking is Reposit the active use of language to express meanings so that other people can make sense of them. In other words, speaking is realized as a tool to express or communicate in which speakers should be able to process the existing or given information so other Reposi people can make sense of them. Therefore, speaking is necessary to be practiced Reposit continuously and be taught correctly. Repository Universitas Brawijaya Teaching speaking according to Nunan (2003), involved providing students Reposithe components of speaking, studying grammar rules, reciting dialogues, and Repost learning vocabulary. By means, introduce and teach students about the components of speaking so that students will have sufficient vocabulary, able to make correct Reposit sentences, able to give meaning to the words pronounce, and able to speak English Reposit without stopping or much hesitation. It is important for students who are in the process of building their knowledge to understand because misunderstanding or Reposi mistake during the process of learning may lead them to unable to express Reposit themselves ersitas Brawijava In learning speaking, students often find some problems. According to Ur (1996), the problem frequently found is that they lack of English exposure since Repository Universitas Brawij Reposithey always use their native language to communicate. Thus, led to lack of confidence in speaking foreign language. Ballard (1996, cited in Jin yan-hua, 2007) Repository Universitas Brawijaya Repository Universitas Brawijaya



Repository Universitas Brawijaya Repository Universitas Brawijava³ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya adds that students fail to join in the English discussion because of their vocabulary Reposit problems and fear of making mistakes resulting in their inability to speak English Repository Universitas Brawijaya Reposit well. Many factors can cause problems of students' speaking skills such as lack of motivation, students' interest, even the material use in learning. In fact, those Reposit common problems also appeared when the writer held an interview with the English Repositeacher of SMP Shalahuddin Malang and observation during teaching and learning Repose process in preliminary study. Based on the writer's interview with the English teacher of SMP Reposit Shalahuddin Malang related to the teaching and learning process and the problems faced by her in teaching English especially in speaking, the problems can be identified as follows: 1. The students always used native language; 2. The students Reposit had low motivation in learning English; 3. The students had limited vocabulary, and Repose 4. The students were too shy to take part in a conversation. Therefore, the teacher needs teaching strategy that can minimize problems that might arise in the process Reposit of learning speaking and furthermore, improve students' speaking ability. Repository Role play is one of the strategies used to teach speaking. Role play involves playing a role in specific situation which is taken on in a safe environment Reposit (Ladousse, 1995). This strategy gives students an opportunity to practice Repose communicating in different social contexts and in different social roles. It also gives the opportunity to students who have lack of confidence to speak because they will pretend and act as another person for a while. According to Hattings, (1993, p.165) Repository Reposition based on his observation in the conversation class, the role play would seem to be Repose the ideal activity in which students could use their English creatively and it aims to Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya





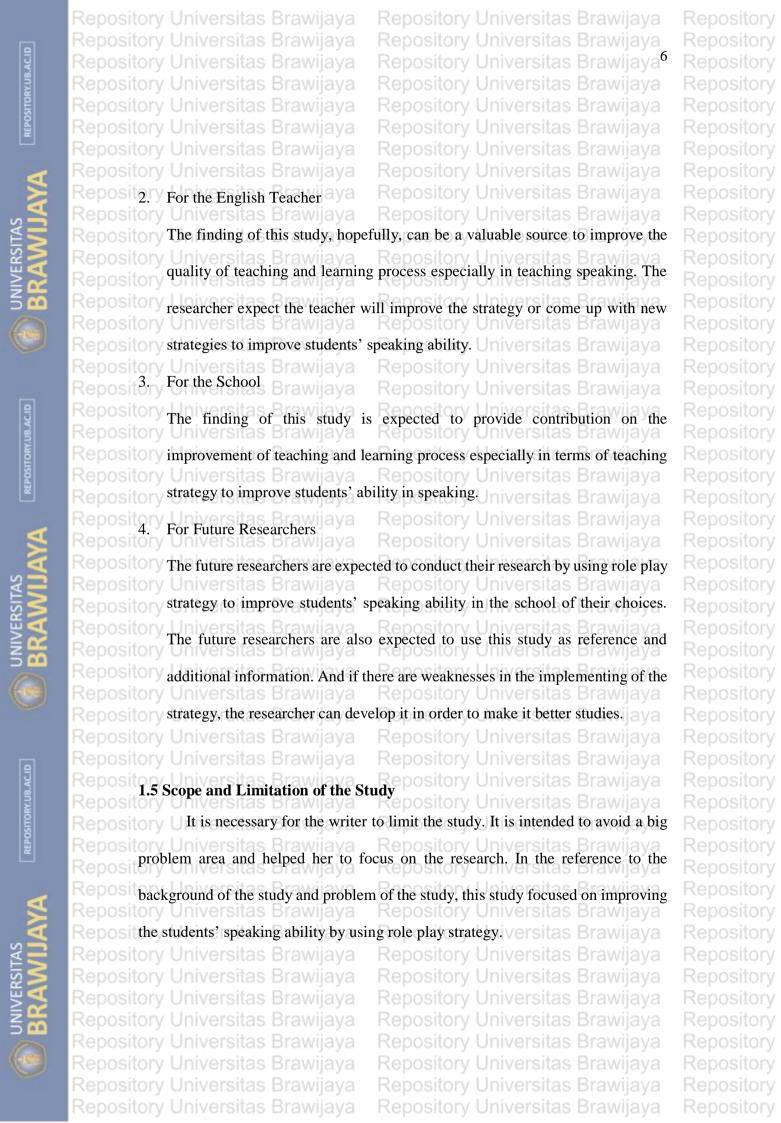
Repository Universitas Brawijaya Repository Universitas Brawijaya⁴ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya stimulate a conversation situation in which students might find themselves and give Reposit them an opportunity to practice and develop their communication skill. There are Repository Universitas Brawijaya Reposi two previous studies about using role play to improve students' speaking ability. Repository Universitas Brawijava They had already conduct the research and can reach the criteria of success. Susilo (2014) used role play strategy at SMKN 6 Yogyakarta. The research Repository Universitas Brawijaya Reposit was designed to improve the eleventh grade students' speaking skill. The XI Travel Tourism Program was chosen to be the subject of the research. The finding of this study showed the speaking ability of the students improved. It could be seen from Repository Repose the students' speaking score, students' involvement, students' opinions, the Repose collaborator's opinion, and also the positive feedback of the interview after the Reposition implementation of the action. Repository Repository Febrianto (2016) used role play strategy at SMPN 2 Malang. The research Repos was designed to improve the eight grade students' speaking ability. The VIII B was chosen to be the subject of the research. Based on the finding of the study, the mean Reposit score of the students' speaking score showed improvement. In addition, the students Repost also showed an active participation during learning. It means, using role play as a Repository Universitas Brawijaya strategy to improve students' speaking ability in class is proved. Repository U Based on those previous studies, the writer wanted to implement Role Play Reposi strategy to improve second year students' speaking ability at SMP Shalahuddin Malang. The writer then conclude the 3 reasons why she chose to apply this strategy. First, this is a good opportunity for students to overcome their fear of Repository Reposit speaking. Second, this strategy can help students to organize their idea, and later, Repose they will be able to put themselves in conversations. Third, role play is a team work Repository Universitas Brawijaya Repository Universitas Brawijaya

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Reposit 1.4 Significances of the Study	Repository Universitas Brawijaya	Repository
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Repository Universitas Brawijaya Repository Universitas Brawijaya⁷ Repository Universitas Brawijaya Repository Universitas Br 1.6 Definition of the Key Terms Repository In this study, the writer needs to define some key terms to avoid Repository Universitas Brawijaya Reposed misunderstanding and misconception. The important terms are defined as follows. **1.** Speaking Ability : students' ability to express or communicate with others by Reposition utter articulation sounds and words to share ideas, information, and opinion. Repository Repository Role Play : an activity of act out and speak of a particular role which reflect Repository daily life conversation in accordance with the perceived expectations of society Repository with regard to a person's behavior in a particular context and situation in which Repository Universitas Bra Repository the process occur in the classroom. Repository Universitas Brawijaya Repository Repository Universitas Brawijaya Repository Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya ory Universitas Brawijaya **CHAPTER II** epository Universitas Brawijava Repository Universita REVIEW OF RELATED LITERATURE Repository Universitas Brawijaya Repository Universitas Brawijaya Repository In this chapter, the writer presents the review of related literature including Repos the nature of speaking, the components of speaking, teaching speaking, challenges in teaching speaking, role play, the advantages of role play, procedure of role play, Repository Repose and previous studies. Reference review from the books related to the topic will be Reposed discussed in this chapter. Repose 2.1 The Nature of Speaking Va Repository Speaking is a form of communication which function is to express or, communicate opinions, feelings, ideas, thought, and information. In addition, Repository Universitas Chaney (1998, p.13), states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts. Harmer (2007), argues that the ability to speak not only emphasizes on the Reposito Reposit knowledge of language features but also on how the ability to process information Reposition the spot. In other words, speaking is realized as a tool to express or communicate through verbal and non-verbal symbols in which speakers should be able to process Reposit the existing or given information. Repository Universitas Brawijaya Repository U According to Brown and Yule (1995), the main purpose of speaking activity is to developing ability to interact successfully in language and understandable communication to convey the intended message to the listener. Furthermore, Jones Repository Universitas Brawijaya Reposit (1989, p.16) states that speaking is a form of communication, so it is important that Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya











Repository Universitas Brawijaya Repository Universitas Brawijaya9 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya what you say is conveyed in the most effective way. Therefore, speakers are Reposit required to be able to express what they want to say as effectively as possible in Repository Universitas Brawijaya Repositorder to create an understandable communication. Universitas Brawijava English as a foreign language must be learn and practice thoroughly. Reposit According to Pinter (2006, p.55), speaking starts with practicing and drilling set Reposit phrases and repeating models. In addition, Huebner (1960) stated that learning skill by repetition is primarily neouromuscular and not intellectual process. It consist of competence in sending and receiving message. Therefore, speaking aspect and Reposit listening aspect cannot be separated because speaking involves speaker and listener. Repository Based on the definitions above, it can be concluded that speaking is a form of communication to share opinions, feelings, ideas, thought, and information in Reposit which speakers should be able to process the existing or given information so other Repose people can make sense of them. Speaking, as a foreign language, requires a lot of practice. It is expected to be conveyed effectively and be understood by other Reposit_{people}niversitas Brawijaya Repository Universitas Brawijaya 2.2 The Components of Speaking Repository Universitas Brawijaya Repository Speaking is a complex skill that requires coherence of several different abilities simultaneously. To speak English fluently, it is essential to know the Reposit components of speaking. The components is an aspect that influence and determine Repository Universitas Brawijaya Repository Universitas Brawijaya Repos how well people speak English. Harris (1969) mentioned there are several components of speaking, they are: pronunciation, grammar, vocabulary, fluency, Repositand comprehension. Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya¹⁰ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universita Pronunciation is the act or result of producing the sounds of speech, Reposit including articulation, stress, and intonation, often with reference to some standard Repository Universitas Brawijaya Repose of correctness or acceptability. Thus, pronunciation becomes an important thing because it gives meaning to what is being said. Any mispronunciation that happen Repose in the process of speaking, can lead to misunderstanding and unable to get the Reposit message or information being conveyed. position Universitias Brawijava Grammar is the whole system and structure of a language (or languages in Repository U general). Grammar usually taken as consisting of syntax and morphology and Repository Reposi sometimes also phonology and semantics. In addition, Brown (2001, p.362) states that grammar tell us how to construct a sentence (word order, verb and nouns systems, modifier, phrases, clauses, etc.) and discourse rules tell us how to bring Reposito Reposit those sentences together. In other words, by learning grammar, someone will know Repose how to arrange their words into a correct sentence. It is very important in speaking because, if someone does not master the grammar structure, the words produced Reposito Reposit will not make sense. Brawijaya Repository Universitas Brawijaya Repository Uvcabulary is single words, set phrases, variable phrases, phrasal verbs, and idiom (Folse, 2004, p.2). It is basic elements in language that is used as a tool to Reposit produce sentences word by word that refers to appropriate diction which is used in Repose communication. So, if someone does not have a sufficient vocabulary, someone cannot communicate effectively or express their ideas in both oral and written form. In other words, having limited vocabulary can be a barrier that prevent learners Repository Universitas Brawijaya Reposition from learning a language. Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya1 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Fluency is the ability to talk freely without too much stopping or hesitating Reposit (Riddel, 2001, p.118). However, Harmer (2007) argues that the ability to speak Repository Universitas Brawijaya Reposit fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Then, fluency is the ability to Reposit process information and language on the spot and being able to speak on the matter Repose being talk about without too much stopping or hesitating. Repository Universitas Brawijaya Comprehension is defined as the ability to understand something by Repository U reasonable comprehension of the subject or knowledge of what a situation is really Repository Universitas Brawijaya Repos like. Comprehension is discussed by both speakers in speaking activity. By comprehend a matter talked or discussed about, both speakers will get the Reposition they want. Repository Universitas Brawijaya Reposit 2.3 Teaching Speaking in Junior High School ry Universitas Brawijava Repository Ur Teaching speaking plays an important part in the process of learning English Reposit as a second and foreign language. Despite it's importance, for many years, teaching Reposit speaking has been undervalued. For example, teachers used to teach speaking by reading aloud and memorization of dialogue only. This fact seems to be in contrast Reposite to what is expected by syllabus of curriculum 2013 for Junior High School which Repos is to improve students' communicative skills. In other words, teaching speaking Reposition cannot be separated from the aim of teaching speaking. According to Brown and Yule (1983), the reason of teaching speaking is Repository Universitas Brawijaya Reposit that students are expected to be able to express themselves in the target language, Repos to master the basic interactive skills like exchanging greeting, thanks, and Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava² Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universit apologies, and also to express his or her 'needs'-request information, service, idea, Reposition, etc. In addition, according to syllabus of curriculum 2013 for Junior High Repository Universitas Brawijaya Reposi School level, the second years students are expected to be able in producing and developing words in speaking activity. Thus, it is expected that students are able to Reposit speak English well. Moreover, if they are able to implement it in their daily life. Repository Universitas Brawijaya Repository According to Nunan (2003), teaching speaking involved providing students the components of speaking, studying grammar rules, reciting dialogues, and learning vocabulary. In those meanings of teaching speaking above, teacher must Reposi introduce and teach about the components of speaking so that students will have sufficient vocabulary, able to make correct sentences, able to give meaning to the words pronounce, and able to speak English without stopping or much hesitation. Repository In Indonesia, based on Peraturan Pemerintah Nomor. 32 Tahun 2013, Repost English is taught as a compulsory subject for students from junior high school level to senior high school level. In addition, English is also a complementary subject of Reposit the higher education institution. Started learning English from junior high level and Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit expected to be able to speak well, is quite imposible. Moreover, if the language is not spoken in the community and they have less exposure of English. In line with Reposit that statement, based on the writer's observation during preliminary study in SMP Repose Shalahuddin Malang, she found that the teacher rarely use English to explain the Repository Universitas Brawijaya material and the students never use English in the classroom. The most possible reason for this probably because the classroom is still carrying the concept of Repository Universitas Brawijaya Reposite teacher centered which means the teacher rarely give them an opportunity to speak Repository Repository Universitas Brawijaya Repository Universitas Brawijaya





Repository Universitas Brawijaya Repository Universitas Brawijaya³ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas B and the students usually just sit on their chair listening to the teacher's explanation which is not a good strategy to teach speaking. Repository Universitas Brawijaya Reposit 2.4 Challenges in Teaching Speaking epository Universitas Brawijaya Repository Speaking is perhaps the most demanding skill for teachers to teach. Therefore, in teaching speaking, teachers often face some problems. According to Ur (1996), problems frequently found in teaching speaking is that students lack of Repository Universitas Brawijaya Repose English exposure so they do not have confidence in speaking English. Thus, led to low students' motivation because they cannot think of anything to say when the teacher asked them to. Another problem is that in a large group, some students Reposition might dominate and others will speak very little or not at all. And last, since they Repost always use their native language to communicate, they may use it in the classroom since it is easier and more understandable. pository Universitas Brawijaya Repository U In Indonesia, English is taught as a foreign language. Based on Peraturan Repository Universitas Brawijaya – Repository Universitas Brawijaya Reposi Pemerintah Nomor. 32 Tahun 2013, English is taught as a compulsory subject for students from junior high school level to senior high school level. Therefore, Reposit starting to learn English from junior high school and expected to speak fluently is Repository Universitas Brawijaya Repose rather impossible. Based on the classroom observation conducted by the writer during preliminary study in VIII A of SMP Shalahuddin Malang, it is found that students often felt anxious when asked to speak in English. When the teacher asked Repository Universitas Brawijaya the students to speak, they spoke in a low volume, wrong pronunciation, and the words produced were not understandable. They understood the flow of the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya4 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya conversation, being able to speak it but, failed to convey the message or information Because the words produced are not meaningful. Repository Universitas Brawijaya Repository U Actually, challenges or problems in teaching speaking does not only come from the students, many factors can cause problems in students' speaking skills Reposition such as; material and even the method or strategy that used in teaching speaking. Repository Universitas Brawijaya Repository Universitas Brawijaya Repose 2.5 Teaching Speaking Strategy Repository U Students often think that the ability to speak a language is the product of Repository Universitas Brawi language learning. In fact, strategy plays an important role in the success of teaching Reposit speaking. When it comes to speaking, it's essential to teach with a strategy that Repost equip students with the skills and confidence so they can comfortably speak. Repository Universitas Brawijava Moreover, if students must be able to express themselves, teacher needs to focus on Repose the students' communicative skills and speaking norms that exist in the society in Reposit certain communicative circumstance. Therefore, according to Celce-Murcia (2001), to teach speaking, there are several strategy that can be applied in the classroom to improve students' speaking ability such as: Reposita. Discussion sitas Brawijaya Repository Discussion is probably the most commonly used in speaking classroom activity. It is an effective way to facilitate learning speaking in order to activate Repositor and involve student in classroom teaching. Typically, students are introduced to Repositor a topic via reading, listening passage, or a video tape then they are asked to get into pairs or groups to discuss a related topic in order to come up with a solution, Repositor a response or the like. Normally, people need time to assemble their thought Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya¹⁵ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Univers before any discussion and that is something needs to consider. Therefore, teacher Repository Reposito have to make a plan before setting up a discussion activity. It as Brawijaya Repository Universitas Brawijaya Repositb. Role Playrsitas Brawijava Repository Universitas Brawijava Role Play is a way to bringing situations from real life into the classroom. Reposito When role play implemented in speaking activity, students are expected to Repository Universitas Brawijaya Reposito imagine a role and situation (Doff, 1988, p.232). Role play is a strategy of Repository Universitas Brawijaya instruction in which participants act out designated role relevant to real-life situation. It usually consists of short scenes which can be realistic such as; Reposito winning a competition, go on a vacation, inviting someone to a birthday party, Repositor or something fantasy such as being a king or a celebrity. However, realistic role plays have been common features of situational language teaching for a long Repositor time and are catered by suitable dialogues in most beginners textbooks (Klippel, Reposito 1987, p.121). In other words, situations that learners are likely to encounter when speaking English in real world situation can be stimulated and a greater range of Repositor registers can be practiced in classroom. Ostory Universitas Brawlaya Repositc. Speech ersitas Brawijaya Repository Universitas Brawija Another common activity that is used in teaching speaking is speech. The Repositor topic used in speech depend on the level of the students and the focus of the Repository Universitas Brawijaya Reposito class. But in any case, students should be allowed or given the chance in determining the content of their talks. By means, the teacher can provide the structure of the speeches theoretical genre and its time restrictions. For example, Repository Universitas Brawijaya Repositor asking students to tell about an unforgettable experience they had. It allow Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya6 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas ository Universitas students to talk about something that is personally meaningful while encourages Repository Repositornarration and description. aya Repository Universitas Brawijaya Reposit d. Information Gap Activity ava Information gap activity refers to the fact that in real communication, Repositor people normally communicate to get information they do not possess. In this Reposed activity, each student has different information and they need to obtain information from each other in order to finish a task. In addition, they must use target language to accomplish it (Richards, 2006, p.99). Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit 2.6 Role Play This topic consist of four subtopics, they are: the definition of role play, the Repository Universitas Brawijaya epository Universitas Brawijaya Repositadvantages of role play, the disadvantages of role play, and the procedure of role Repositplay Universitas Brawijaya Repository Universitas Brawijaya 2.6.1 The Definition of Role Play Repository Universitas Brawijaya acting out particular ways of behaving or Repository Role play is a method of pretending to be other people who deal with new situations. In this case, Ladousse (1995, p.5) argues that when students assume a "Role", they play a part (either their while "Play" means that is taken on in Repose a safe environment in which students are joyful and playful as possible. In other words, Role play is the activity of acting out designated role, behaving the same Repositively way with the role, and pretend to be in specific situation which the whole process Repost occur in comfortable environment which in this case is classroom. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava7 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawii Role Play is a way to bringing situations from real life into the classroom. Reposit When role play implemented in speaking activity, students are expected to imagine Repository Universitas Brawijaya Reposit a role and situation (Doff, 1988, p.232). Role play usually consists of short scenes which can be realistic such as; winning a competition, go on a vacation, inviting Reposition someone to a birthday party, or something fantasy such as being a king or a Repository Universitas Brawijaya Reposi celebrity. However, realistic role plays have been common features of situational language teaching for a long time and are catered by suitable dialogues in most beginners textbooks (Klippel, 1987, p.121). Repository Universitas Brawijaya Repository Universitas Brawijaya Repository In order to make dialogue that realistic and reflect social situation, there are Repose two ways of looking at language work in role play. First, either students manage with the language they know, or they practice structures and functions that they Reposi have had learned at an earlier stage of the lesson or the course, in a free and Reposit uncontrolled way. In this situation, when students just cope as best as they can, they will come to the point of awareness at which the necessity of acquiring certain Reposit structures is needed. This way, students can see how they could have put them to Reposit good use and later, they will retain them all more easily because it will produce a meaningful context. In the second situation, role play is the active phase of learning Reposition and offers an opportunity for students to make personal use of language that has Repose been presented to them formally. By means, students do not use their own language instead, they use more formal or appropriate language that should be used in specific situation while still being relevant and reflect real world situation. Repository Universitas Brawija Repository Role play is an activity that involves students taking on a role and carrying Repose out a discussion with each person playing the role. For example, there are students Repository Universitas Brawijaya Repository Universitas Brawijaya







Repository Universitas Brawijaya Repository Universitas Brawijava⁸ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya who act as a police, and the other who act as a citizen. The teacher describes and Repositive set up the situation. The students prepare in groups, those playing same roles can Repository Universitas Brawijaya Repose discuss and prepare together. They then form a new groups to carry out role play (Pollard, 2008). Thus, the process of role play can be seen as a tool that promotes Repose effective interpersonal relations and social transactions among participants. Reposi Because, in order to fulfill their role responsibilities, students must relate to others in the simulation, and utilizing effective social skills. In other words, students must communicate with each other for the success of role play activity and create second understanding between the participants. Thus, the process of it can develop fluency Repos in students' language and increase motivation. Not only motivated, students also encouraged to learn more by create understanding from sharing between teacher Reposit and students of the role responsibility in the process of learning. as Brawijaya Repository Universitas Bra 2.6.2 The Advantages of Role Play Repository U In a process of teaching and learning in the classroom, teachers usually use Repository Universitas Brawijaya Reposed variety of methods or learning strategies. The use of methods and learning strategies are intended to facilitate both teachers and students participating in the classroom. Reposible Because, basically, the important part of learning process is indicated from the level Repose of difficulties in teaching and absorbing lesson. Thus, teachers always use variety of methods and learning strategies in teaching and learning process to explain the

material and also to encourage the students' interest. Since methods or learning strategies that will be used should be advantageous, therefore, according to Ladousse (1987, p.6), there are some









Repository Universitas Brawijaya Repository Universitas Brawijaya9 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya ository Universitas advantages for using role play in the classroom. First, a very wide variety of Reposite experience can be brought into the classroom through role play. The range of Repository Universitas Brawijaya Reposi functions and structures, and the areas of vocabulary can be introduced. Also, through role play we can train our students' speaking skill in any situations. Second, Reposition role play puts students in situation in which they are required to use and develop Repose those pathic forms of language which are so necessary in oiling the works of social Repository relationship. Third, it is helpful for students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. Reposit Fourth, role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating Reposito in conversations about themselves, and in other activities based on their direct Reposito Reposite experience. These students are liberated by role play as they no longer feel that their Reposition own personality is implicated. And fifth, perhaps the most important reason for using role play is that it is fun. Once students understand what is expected for them. Repose They thoroughly enjoy letting their imagination rip. Repository U In conclusion, role play is a fun activity that can encourage students to be creative due to the freedom given to them to make up a dialogue/conversation by Reposit themselves. Therefore, students will be motivated to share and express their ideas Reposit during activity. tas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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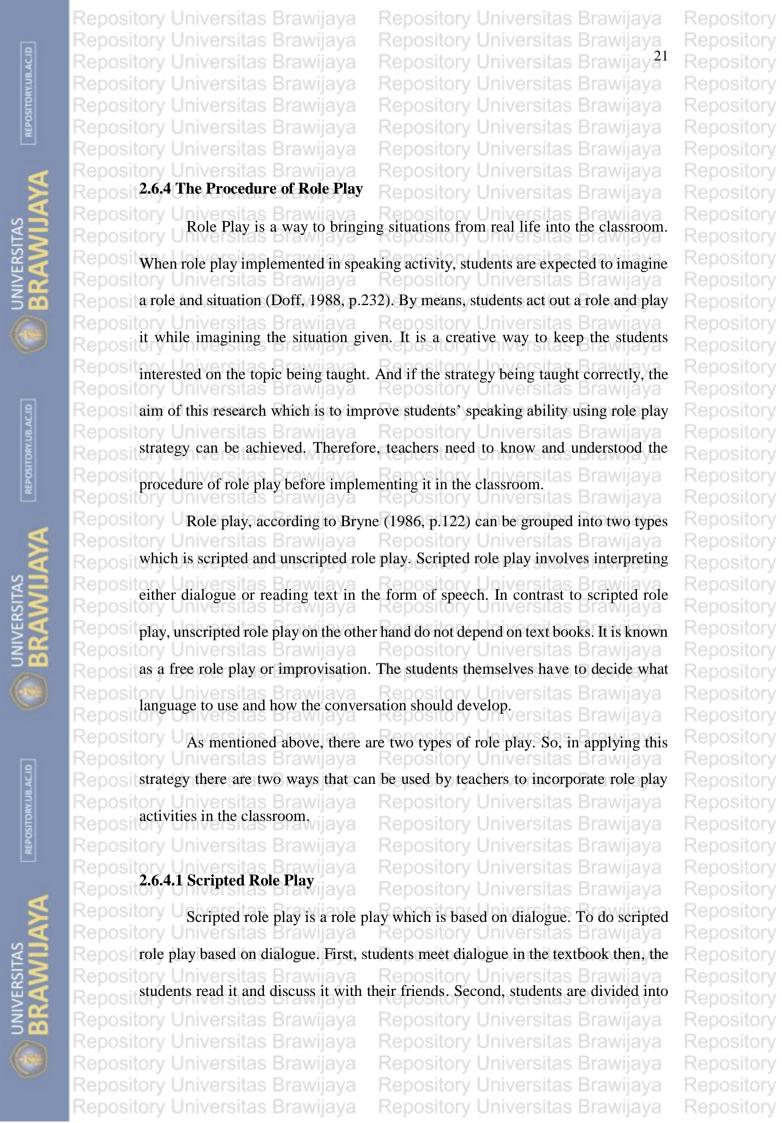
Repository Universitas Brawijaya Repository Universitas Brawijay20 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Br 2.6.3 The Disadvantages of Role Play Repository U Role play is an effective strategy to be used in teaching speaking. However, Repository Universitas Brawijaya Repose despite of the fact that implementing Role Play gives some advantages, it is also shows disadvantages. According to Livingstone (1983), there are some disadvantages of using role play. First, is organization. Not many teachers operate Repository Universitas Brawijaya Repositin an ideal circumstance. By means, the majority of teachers work in classrooms which are too small, and with students which are, numerically, too large. For example, a class of thirty five, divided into seventeen role play groups in a small Reposito classroom. The noise level produced will be high and make concentration Repost impossible. Second is time. Role play takes a lot of classroom time. Before students act out role play in front of the classroom, students do a preparation. Then, if times Reposite to prepare and do the role play are added, it might take a whole hour of lesson. Repository UIn conclusion, using speaking as strategy to improve students' speaking Repositor ability takes a lot of classroom time because students need preparation beforehand. Reposit Thus, the noise produced will make classroom become noisy. However, the above Repository Universitas Brawijaya Repose disadvantages can be solved if careful thought and planning could be given before the activities in the classroom. In this situation, teacher must be convinced of the effectiveness of using this strategy if teacher wants to encourage students to have Repository Universitas Brawijaya Repositive attitude toward speaking activity. Ository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijay22 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas groups with one students takes a part of one character. Third, students perform their Reposit works in front of the class. Fourth, students swap the roles and read again while the Repository Universitas Brawijaya Reposit teacher walks around to listening, correcting the mistake, and helping students. Repository Universitas Brawijaya Repose 2.6.4.2 Unscripted role play Repository Univer Unscripted role play is a role play which is not depend on textbooks. The Repository Reposite example of situation and procedures which is adapted from Doff (1988, p.234) are Repositas follows: ersitas Brawijaya Repository Universitas Brawijaya Reposit- The house of a resident has been entered by a thief, wersit as Brawiava He/she (the owner of the house) is at the police station, Repository Universitas Brawijaya Repository Repository The other student is the police officer, and asks for details. Tas Brawijaya Repository Universitas Brawijaya Repository To demonstrate a role play activity based on the situation. First, teacher Repost divide the class into groups. Second, students discuss the situation given with their epository Universitas group to determine the direction of the conversation. Third, students proceed to discuss what the speakers might say based on situation (e.g the police officer asks Repository Universitas Brawijaya Repose the house owner about the situation of the house). Fourth, students write any vocabulary that might be related to the situation. Fifth, students may write down their dialogue and the teacher let them practice and try out the role play privately. Repository Universitas Brawijaya Reposi Sixth, teacher calls students to act out in front of the class. erstas Brawlava The procedures mentioned above are not a definite standard. The procedure is flexible, and teacher can create or develop the procedure to make it appropriate Reposit and adjust it to the situation in the classroom. Itory Universitias Brawijaya Repository Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijay23 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijava 2.7 Previous Studies Repository U There are two previous studies which the writer used in this study. The first Repository Universitas Brawijaya Reposit previous study entitled "Improving Students' Speaking Skill Through Role Play at Grade XI of Travel Tourism Program of SMKN 6 Yogyakarta in the Academic Reposi Year 2013/2014". The study was conducted by Susilo (2014). The study was Repository Universitas Brawijaya Reposi conducted to improve students' speaking skill of grade XI. The XI Travel Tourism Program was chosen to be the subject of the study. There are similarities and differences between the study and present study. The similarities are: both studies Repository Universitas Brawijaya Reposit applied classroom action research as the research design, and role play as teaching Repos strategy to bring improvement. Meanwhile, the differences appeared between Susilo's study and the present study regarding subject of the study and material Repositive being taught. Susilo chose XI the students of SMKN 6 Yogyakarta, and the present Reposi study chose the second year's students of SMP Shalahuddin Malang. The second previous study entitled "Improving The Speaking Ability of The Reposit Eighth Grade Students of SMPN 2 Malang Through Role Play Strategy". The study Repository Universitas Brawijaya Repositive was conducted by Febrianto (2016). It was intended to improve the speaking ability Repositor of eight graders of SMPN 2 Malang specifically in VIII B. Based on the result of Reposit the study, the use of role play strategy could improve the students' speaking Reposs achievement, and the student showed their positive attitude toward the implementation of the strategy. There are similarities and differences between the study and present study. The similarities are: both studies applied classroom action Reposit research as the research design, and used role play as teaching strategy. Similarities also found regarding the subject of the study which is eight graders or the second Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya



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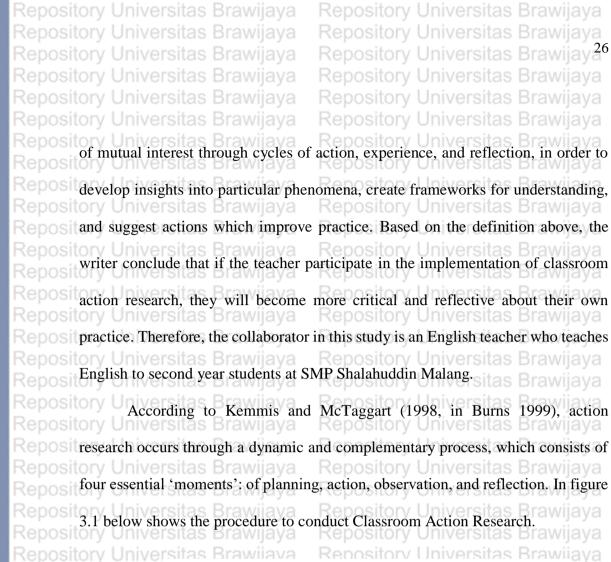
Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya ory Universitas Brawijaya **CHAPTER III** kepository Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawi RESEARCH METHOD niversitas Brawijava Repository Universitas Brawijaya Repository In this chapter, the writer presents the description of the research method including research design, research procedure, source of data, data collection, and data analysis. Repository Universitas Brawijaya Repose 3.1 Research Design The study conducted by the writer in this undergraduate thesis aimed to Repository Universitas Brawijava Repositing improve students' speaking ability. In order to achieve the aim, Classroom Action Repose Research (CAR) applied as the research design. According to Brown (2001), Classroom Action Research is a method to determine what strategies are suitable to Repositor Reposibe applied to solve the existing problems that occur in the teaching and learning Repository Universitas Brawijaya – Repository Universitas Brawijaya Repos process. In addition, Tomal (2003) states that in action research, the writer is concerned with using a systematic process in solving educational problems and Reposit making improvements. In other words, with action research as the chosen method, Repose the writer is expected to know the existing problem by conducting a preliminary Repository Universitas Brawija study to find out the existing problems faced by the students in order to determine what kind of activities will be suitable to be implemented in the classroom to Repository Universitas Brawijaya Repositing improve students' speaking ability. In this study, the writer applied Collaborative Classroom Action Research. According to Townsend (1992, p.57), Collaborative Classroom Action Research Universitas Brawija Repositions can be defined as a variety of stakeholder cooperating together to explore questions Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

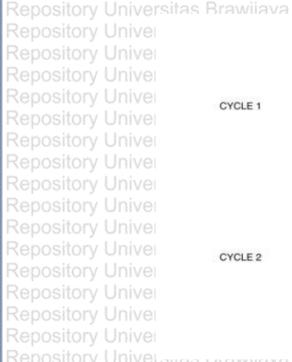


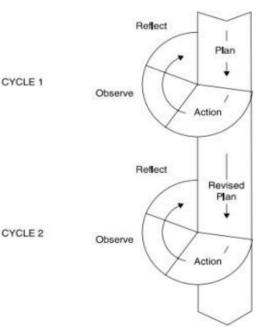












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Repost Figure 3.1 Classroom Action Research diagram adopted from Kemmis and Repository Univers McTaggart (Burns, 2009, p.9) Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijay27 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Univers According to figure 3.1, there are four steps in Classroom Action Research Reposit which are plan, action, observe, and reflect. In other words, the study was started Repository Universitas Brawijaya Repos by designing lesson plan (planning), then implementing the strategy to improve students' speaking ability (action), then the data or students' score were collected Reposit (observation), and finally after all the steps had been done, the writer decided Repose whether the result achieved criteria of success or not (reflection). If the study has not achieved the criteria of success yet, both the writer and collaborator revised some steps that indicate students' difficulties and go into another cycle until the Repository Universitas Brawijaya Repositistudy is successful. Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi 3.2 Research Procedure Waya This sub-chapter presents the description of the research procedure. It Reposit includes the preliminary study, planning, action, observation, and reflection. Reposition 3.2.1 Preliminary Study Repository Universitas Brawijaya Repository U In preliminary study, the writer intended to find out data including the students' problem in learning English, teaching strategy that is used by the teacher, and students' ability to speak English before the implementation of role play Repos strategy. The preliminary study was conducted on September 18th 2017 and Repository Universitas Brawijaya Repose September 19th 2017 to the students of VIII A class of SMP Shalahuddin Malang. The preliminary study had been done to find out students' ability in speaking before Repositō Reposit the application of the strategy. To help the writer collected supporting data, Repository Universitas Brawijava Repositinterview, unstructured observation and pre-test were used. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijay28 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Bra The interview was held on September 18th 2017 by interviewing the English Reposite teacher. Here, the writer tried to collect the data for need analysis before doing Repository Universitas Brawijaya Repost action research. The writer asked the teacher related to students' motivation in learning English, most difficult skills to be taught and its reason, possible factor Reposit caused the difficulties, activities used in teaching speaking, the use of English in Repositeaching and learning process, and also the minimum standard score of English. Based on the interview, it was revealed that speaking seems to be the most difficult skills, and the reason of the difficulties are: 1. The students always use native Reposi language; 2. The students have low motivation in learning English; 3. The students Reposi have limited vocabulary; and 4. The students are too shy to take part in a conversation (see appendix 1a). It seems that the students did not have confidence Reposite to speak English, so they tend to be silent when the teacher asked them to speak. Repository To gain more information and to support the teacher's answer in the Repository Universit interview, the writer held unstructured observation on September 18th 2017 in the Repositclass of VIII A. Unstructured observation involved studying the spontaneous Repose behavior of students in the classroom and simply take notes of what was seen during teaching and learning process in any way possible. Based on the observation, the Reposite teacher's answer seems to be in line with the reality that happened during teaching Repose and learning process in the classroom. Except, in the classroom, the teacher rarely gave them an opportunity to speak. In addition, students' pronunciation was also very hard to understand. The classroom still used the concept of teacher centered Repository Universitas Brawijaya Reposite using curriculum 2013. Giving students an opportunity can stimulate the Repose students to speak. However, in this class, the opportunity to speak was not given to Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya



Repository Universitas Brawijaya Repository Universitas Brawijay29 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya all students. Then, the writer came to a conclusion that it might be the reason why Repositive students became passive learners in the classroom. Repository Universitas Brawijaya Repository U Beside interview and observation, the writer also held pre-test to make sure about the problems which were faced by students before implementing Role Play strategy. Pre-test was held on September 19th 2017 to the students of VIII A based Repose on the teacher recommendation. A test was given by the writer and there were 35 students who took a test. The topic of the test used to measure students' speaking abilities was adjusted to the material being taught at the moment which is *chapter* Repository Universitas Brawijava Repose III: you are invited! from When English Rings a Bell course book. The reason of choosing the topic was because the English teacher advised the researcher so as not to interfere with the ongoing lesson. In the pre-test, the students were asked to be Repositin pairs of two (or three) students. Then, in groups they had to make a short dialogue Repost about giving and respond to instruction, invitation, prohibition, and permission. Each group had to speak in front of the class then, the writer took the students's Reposit speaking score (see appendix 3). Repository Universitas Brawijaya Repository U Based on the result of the pre-test, the writer found that most of the students' speaking score in speaking test were below the minimum standard score (KKM) Repose that is 75. Only 10 students (out of 35 students) passed the KKM which means, 25 Repose students got the score below the KKM. If the result calculated into percentage, then only 29% of the students passed the KKM while 71% of the students got the score below the KKM (see appendix 4). Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Therefore, the writer proposed the classroom action research by using role	F
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play strategy to improve students' speaking ability. The writer then continued the	F
Reposit research procedure by planning the action. ository Universitas Brawijaya	F
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teaching and learning process after knowing students' problem or issue that had	F
Reposible been identified in the preliminary study. Then, in order to bring improvement, the	R
writer came to a solution by making a general plan of all aspects related to the	r r
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classroom action research and construct a possible solution that was by using role	F
Repositive play as teaching strategy. The writer planned to conduct one cycle of classroom	F
Repost action research which consisted of four meetings. The consideration of four	F
meetings was because based on the discussion and agreement with the English	F
teacher, the students are expected to improve their speaking ability after three	F
Reposi meetings of building their knowledge and practice before taking their speaking	F
score test on the fourth meeting. Therefore, to achieve the goal of the plan,	F
preparations are essential. The preparations were designing lesson plan, designing	F
Repository Universitas Brawijaya Repository Universitas Brawijaya Repositimaterials and media, and setting criteria of success. Universitas Brawijaya	1
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Reposit 3.2.2.1 Designing Lesson Plan / Repository Universitas Brawijaya	F
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Repository U Lesson plan is a detailed description and instruction for teaching a lesson.	F
Therefore, the writer and collaborator designed the lesson plan as guidance in order	F
to make teaching and learning process run well. Based on the agreement with the	F
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Repose English teacher, the writer planned to conduct one cycle consisted of four meetings.	r r
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Repository Universitas Brawijaya Repository Universitas Brawijay³¹ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya sitory Universitas Brawi Therefore, the lesson plan also arranged for four meetings. The lesson plan consists Reposit of some parts such as; (1) identity which consist of name of the school, subject, Repository Universitas Brawijaya Repos class/semester, materials, and time allotment, (2) standard competence, (3) basic competence, (4) indicators, (5) objective, (6) materials, (7) teaching learning Repose activities and procedure, (8) source and teaching media, and (9) scoring rubric. Repose There are 80 minutes for each meeting of teaching and learning process. And the topic that were used for the implementation of the strategy was chapter VI :our roads (to show the existence of things and people) from When English Rings a Bell Repository Universitas Brawijaya Reposit (2017 revision) course book (see appendix 6). Tory Universitias Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Repository Universitas Brawijaya 3.2.2.2 Designing Materials and Media Repository U Materials and media used in teaching English could help teachers in Repository Universitas Brawijaya Repose delivering subject matter to students. Material also used as media that facilitate the measurement of students' knowledge about lessons that have been taught. In this study, the materials made were based on chapter VI from When English Rings a Repository Reposi Bell (2017 revision) course book and the internet. The materials made were in form Repost of students' worksheets for each meeting (see appendix 8). In addition, the writer also prepared material in the form of Powerpoint Presentation (see appendix 7). All Reposit of those media mentioned served to support the progress of teaching and learning Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit process of the study. Brawlava Repository Repository Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Role Play strategy. Repository Universitas Brav Repository According to table 3.1, this study considered success if; 70% of the students Reposit (25 out of 35 students) passed the minimum standard score (KKM) that is 75 in Repository Universitas Brawijaya Repose post-test. It also implied that the success of this study was not only measured by Repository students' speaking score but, also from students's individual attitude and response towards the implementation of role play. Another criterion of success that were set Repository Universitas Brawijaya Repository Universitas Brawijaya Repos is; 70% of the students actively involved during learning process in the fourth Repository Universitas Brawijava meeting. The attitude and response during learning process were observed by the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

implementation of

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	should be conducted.	Repository Universitas Brawijaya
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		one cycle in which there were four meetings. In
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Repositive	assroom, the writer acted as	a teacher. Therefore, the teaching and learning
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	Reposita.2.4 Observations Brawijaya Repository Universitas Brawijaya	Repository
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N.UB.	Repository In this stage, the English teacher observed students' involvement during	Repository
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REPO	teaching and learning process. As the observer, the English teacher sat at the	Repository
	backside of the classroom and observed the situation in each meeting. In addition,	Repository
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AYA	Reposit students' individual involvement also observed in the fourth meeting. It was related Repository Universitas Brawijava Repository Universitas Brawijava	Repository
ST I	to the criteria of success and was aimed to find out whether students were	Repository Repository
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RA	individually involved in role play activity. The data were collected by filling	Repository
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Repository Universitas Brawijaya Repository Universitas Brawijay36 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya observation checklist and field note. The observation checklist made were related Reposito students' attitude and response towards the implementation of role play. Repository Universitas Brawijaya Repos Meanwhile, field note was written based on what was seen during teaching and Repository Universitas Brawi learning process (see appendix 11). It was written by the English teacher to record Reposit the process of teaching and learning included students' responses, participations, Repose and activities during the implementation of role play strategy from the English Repository Universitas Brawijaya Repositeacher's perspective. Reposit 3.2.5 Reflection as Brawijaya Repository U In this stage, the writer and the collaborator identified if there were any problems after the implementation of role play. The problems can be seen from the result of students' speaking score, and observation checklist. If there were Repository Universitas Brawijaya Repos problems, then it should be solved and another cycle should be conducted. Otherwise, it can be concluded that the research is successful and the cycle should not be continued. Then, the questionnaires distributed to all students of VIII A to Repos know their responses towards the strategy being implemented. Besides the Repose questionnaire, an interview also conducted to find out teacher's opinion towards the implementation of role play in teaching and learning process. Repository Universitas Brawijaya Reposit 3.3 Data Sourceas Brawijava Repository This study took place in SMP Shalahuddin Malang which was located in Jl. Jaksa Agung Suprapto, Klojen, Kota Malang. The subject of the research were the Reposito Reposi VIII A students of SMP Shalahuddin Malang in the academic year of 2017/2018. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya



Repository Universitas Brawijaya Repository Universitas Brawijava7 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas The reason of choosing VIII A was based on teacher's recommendation. The class Reposit of VIII A consists of 35 students (27 girls & 8 boys). To find out about student's Repository Universitas Brawijaya Reposit problem in learning English, firstly the writer held an interview with the English teacher. As the result, it was revealed that the students had difficulties in learning speaking. To collect supporting data, the researcher held unstructured observation, Repository Universitas Brawijaya Repose and pre-test in preliminary study. After the preliminary study was held, the writer found that the answers given by the English teacher in the interview proved to be in line with the unstructured observation and the result of pre-test. From the Repository Universitas Brawijaya Reposi students' pre-test score, it was revealed that the majority of students's speaking Repos score were below KKM. Based on that reason, the writer determined to conduct a study using classroom action research as the research method to improve the Repositstudents' speaking ability. Repost 3.4 Data Collection Brawijava To support the study, the writer needed to collect data. In collecting data, Repository Universitas Brawijaya Reposit several instruments were used. In this study, the data collected were in the form of Repost qualitative and quantitative data. Qualitative data consist of interview, classroom observation, and field note. While quantitative data consist of test (pre-test & post-Repositoi Repositest), individual observation, and questionnaire. Repository Universitas Brawijaya 3.4.1 Interview Guideline Repository U Interview refers to the activity of question and answer conducted orally to Reposs obtain information. Therefore, guideline was used to covered main points and objectives of interview of questions asked. Before implementing classroom action Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya



Repository Universitas Brawijaya Repository Universitas Brawijay³⁸ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya research, the writer held an interview using guideline. There were 12 questions Reposit addressed to the English teacher adapted from Arikunto (2006) (see appendix 1). Repository Universitas Brawijaya Reposi The questions were asked in order find out students' speaking ability, student's Repository Universitas Brawijaya problem in speaking, and what appropriate strategy to be used. Repository Interview guideline were also used after the implementation of role play. There were 5 questions addressed to the English teacher adapted from Mufidah Repository Reposit (2015) (see appendix 14). The questions asked were related to the implementation Repost of role play strategy in VIII A, the improvement of students' speaking ability, and whether the English teacher should continue teaching using role play strategy or Repositoor Universitas Brawijaya Repository Universitas Brawijaya Repose 3.4.2 Observation Checklist Repository U Observation refers to the activity of monitoring the effect of the teaching Reposit and learning process in the classroom. In this study, observation checklist were used Reposi to collect the data of students' attitude and response during the classroom interaction and during group discussion in each meeting. In addition, students' Reposition individual involvement during the implementation of role play in the fourth Repose meeting/post-test were also observed. It was related to the criteria of success and was aimed to find out whether students were individually involved in role play activity that measured through 7 indicators of aspects being observed adapted from Repository Universitas Brawijaya Reposi Sugiyono (2004) (see appendix 10). Repository Universitas Brawijaya Repository Repository Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya





Repository Universitas Brawijaya Repository Universitas Brawijava9 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijava 3.4.3 Field Note sitas Brawijava Repository Field note refers to qualitative notes recorded by researchers during the Repository Universitas Brawijaya Repose research. In this study, the writer keep the process of activity in the form of a note. Reposi The notes were intended to be read as evidence that gave meaning and understanding of the phenomenon. In this study, field notes were taken by the Repository Universitas Brawijaya Repos English teacher as the collaborator/observer. In field note, there were some Reposs information regarding teacher and students' activity and also few comments and suggestions regarding the process of teaching and learning (see appendix 11) so, Reposito Reposit the result of field note could be used as a reflection to make a better understanding Reposit for the next meeting. Brawlava Repository Universitas Brawijaya Reposita. Juli rest Repository U Test refers to pre-test and post-test that used to measure students' speaking ability, knowledge, or performance about the topic being learned. The pre-test was done before implementing role play strategy. In the pre-test, the students were asked Reposito Reposit to be in pairs of two (or three) students. Then, in groups they had to make a short Reposs dialogue about giving and respond to instruction, invitation, prohibition, and permission. Each group had to speak in front of the class then, the writer took the students's speaking score (see appendix 3). Meanwhile, the post-test was used to Repository Universitas Brawijaya Reposit show how well role play strategy in improving students' speaking ability. In the post test, the students were divided into groups and the writer asked them to make a dialogue based on the situation given related to material being learned. Then, after Repository Universitas Brawijaya Repost all the preparations, the writer took their post-test speaking score. In this study, the Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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	writer used speaking scoring rubric and minimum standard score (KKM) that is 75	Rep
1		Rep
3	as guidance to assess students' speaking score. The speaking scoring rubric used	Rep
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3	Repositivere adapted from Harris (1977) (see appendix 2). Universitas Brawijaya	Rep
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	Repository U After the implementation of role play strategy and post-test had been done,	Rep
	Repository Universitas Brawijaya Repository Universitas Brawijaya	Rep
	Repose the writer distributed questionnaires to the students of VIII A. In this study, to make	Rep
	the students understood about the meaning of each question, the writer gave the	Rep
	Repository Oniversitas Drawijaya - Repository Oniversitas Drawijaya	Rep
	questionnaire in Bahasa Indonesia. The writer also guided the students to fill the	Rep
	Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit questionnaire in order to avoid ambiguity in each question. The questionnaires were	Rep
	Repository Universitas Brawijaya Repository Universitas Brawijaya	Rep
	given in order to know students' opinion about the implementation of role play,	Rep
	whether this strategy appropriate or not and whether the English teacher should	Rep Rep
	Reposit continue this strategy or not. There were 5 questions in the questionnaire adapted	Rep
	from Andianto (2015) & Cahyaningtyas (2017) (see appendix 13).	Rep Rep
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	Reposit 3.5 Data Analysis Brawijaya Repository Universitas Brawijaya	Rep
	Repository Universitas Brawijaya Repository Universitas Brawijaya	Rep
	Repository U After the writer collected the data from all the instrument, the writer then	Rep
	analyze the obtained data. The obtained data were analyzed qualitatively and	Rep Rep
	quantitatively and were gathered from interview, observation checklist, field note,	Rep
	Repost speaking test, and questionnaire. The data from interview, classroom observation,	Rep
2	Repository Universitas Brawijaya Repository Universitas Brawijaya	Rep
	and field note was analyzed by descriptive analysis, while data from tests (pre-test)	Rep
	and (post-test), individual observation, and questionnaire were analyzed by using	Rep Rep
	Reposit statistic formula as Brawijaya Repository Universitas Brawijaya	Rep
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Repository Universitas Brawijaya Repository Universitas Brawijava1 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Braw In this study, the writer conducted pre-test before the implementation of role Reposit play and post-test after the implementation of role play. The tests conducted were Repository Universitas Brawijaya Reposit in form of speaking test. Therefore, to assess students' speaking score, the writer Repository Universitas Brawi used speaking scoring rubric adapted from Harris (1977) which consists of five Reposit criteria namely: pronunciation, grammar, vocabulary, fluency, and comprehension Repository Universitas Brawijaya Reposit (see appendix 2). Each criteria was scaled from 1 to 5. And the result of students' Repository Universitas Brawijaya Repose speaking score were analyzed by the following way: Total score $- \times 100\%$ Score = _ Maximum score rv Unive Repository UNext, to get the class percentages which pass the target score of minimum Repository Universitas Brawijaya standard score (KKM) that is 75, the writer used the following formula: Reposit $\mathbf{P} \neq \frac{F}{N} \times 100\%$ as Brawijaya Universi Repository Universitas Brawijaya P = the class percentageRepose F = total students who passed the minimum standard score ensures BrawnavaRepository N = number of the students Repository Universitas Brawijaya Repository Besides tests, individual observation were also analyzed quantitatively. To Repose collect the data, the writer used observation checklist which consists of 7 indicators of aspects being observed related to students' attitude and response towards the Reposito Repositive implementation of role play adapted from Sugiyono (2004) (see appendix 10). Each Repository Universitas Brawijaya Repository Universitas Brawijaya Repost indicator were scaled from 1 to 4. And the result of students' individual involvement were analyzed to know the percentage in each indicator by the following way: Repository Universitas Number of students in each scale imes 100%Repository Univ Percentage = awijava Number of students Repository Universitas Brawi niversitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijay42 Repository Universitas Brawijaya Repository Universitas Next, to get the overall percentages related to the criteria of success which Reposit 70% of the students actively involved during learning process in the fourth meeting, Repository Universitas Brawijaya Repose the writer added the percentages from all the indicators that has the same scale and Repository Universitas Brawijaya divides it by the number of indicators that is 7. Repository After the implementation of role play, the writer distributed questionnaire Reposito to the students. There were 5 questions related to the students' perception about role Repositor Reposit play adapted from Andianto (2015) and Cahyaningtyas (2017) (see appendix 13). Reposit To get the percentage of the questionnaire result, the writer added the total choice of each answers, divided it by the number of students that is 35 then multiplied the Repository Universita: Repositresult by 100%. as Brawijaya Repository Universitas Brawijaya Repository Repository Repository Universitas Brawijaya Repository Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya CHAPTER IV repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Bravijava Repository Universitas Brawijaya Repository Universitas Brawijaya Repository In this chapter, the writer presents the research finding and discussion that covered all the data obtained during the stages of classroom action research including planning, acting, observing, and reflecting. The data were collected Reposs through observation checklist, field note, speaking test, questionnaire, and Repository Universitas Brawijaya Repositinterview versitas Brawijaya Repository Universitas Brawijaya Reposit**4.1 Finding** rsitas Brawijaya Repository This study of classroom action research was conducted in one cycle which consisted of four meetings. The study conducted was aimed to improve the second Repository Reposityear students' speaking ability using role play as teaching strategy. The Repose implementation of the strategy had been done on November 13th – November 21st 2017 where the English subject is taught 2 times in a week (Monday & Tuesday). Reposit The study was conducted in VIII A class of SMP Shalahuddin Malang. The class Reposit consists of 35 students with 27 girls and 8 boys. The data of the research finding is described in every stage as in the following explanation. Repository Universitas Brawijaya Reposit4.1.1 Planning tas Brawijava Repository Universitas Brawijaya In this stage, the writer prepared the instruments which supported the Reposit teaching and learning process. The first instrument prepared was the lesson plan for Repository Universitas Brawijaya Repose four meetings. The lesson plan made was based on the syllabus of curriculum 2013. Repository Universitas Brawijava The topic used is chapter VI: our roads from When English Rings a Bell (2017 Repository Universitas Brawijaya Repository Universitas Brawijaya

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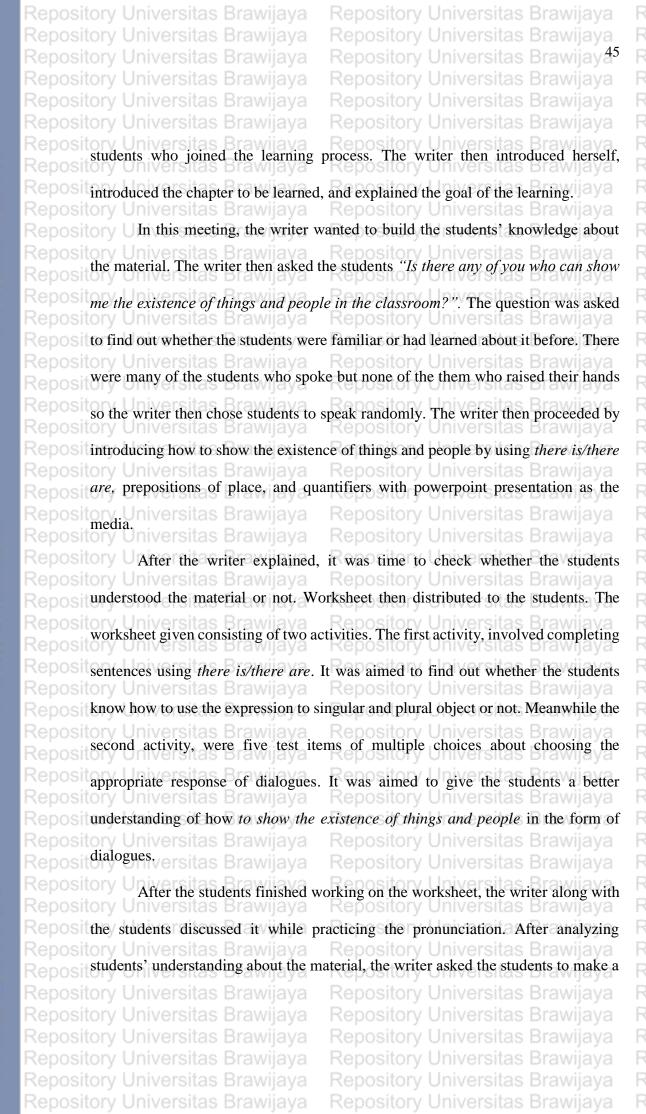






Repository Universitas Brawijaya Repository Universitas Brawijava4 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas revision) course book. The goal of the learning is to show the existence of things Repository Reposit and people. The lesson plan made covered the basic competence 3.6 and 4.6 and Repository Universitas Brawijaya Repository Universitas Brawijaya Repositives previously consulted to the English teacher of VIII A. Besides the lesson plan, Repository Universitas Brawila Repository the writer also prepared materials and media. Materials and media prepared were in Reposition form of students' worksheet, instructional media, and powerpoint presentation Repository Universitas Brawijaya Reposit made by the writer with the approval of the English teacher. Sitas Brawijaya Repository Universitas Brawijaya Repository In addition, to observe students' attitude and response towards the Repository Universitas Brawijaya Repository Repos implementation of role play as teaching strategy, the writer prepared observation Repository checklist and field notes for each meeting. Next, to find out students' opinion after Reposit the implementation of the strategy, the writer prepared a questionnaire for them to Reposit fill in. And last, to find out teacher's opinion, the writer also prepared an interview Repository Universitas Brawijava Reposit guideline for after the implementation of the strategy. Repository Universitas Brawijaya Reposit4.1.2 Acting sitas Brawijaya Repository Repository U In this stage, the writer implemented role play as teaching strategy to epository Universitas Brawijay improve students' speaking ability. The study was conducted in one cycle that Reposit consisted of four meetings. The implementation of the strategy had been done on Repository Universitas Brawijaya Repose November 13th 2017 – November 21st 2017. As for the details, the implementation of role play can be explored as follows: epository Universitas Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Reposit 1. The First Meeting awaya The first meeting was held on Monday, November 13th 2017 at six and seven Reposit period (10.20 a.m -11.40 a.m). The class started by greeting and asking the students Repository Universitas Brawijaya Reposi condition continued by checking students' attendance. There were 29 out of 35 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Repository Universitas Brawijaya

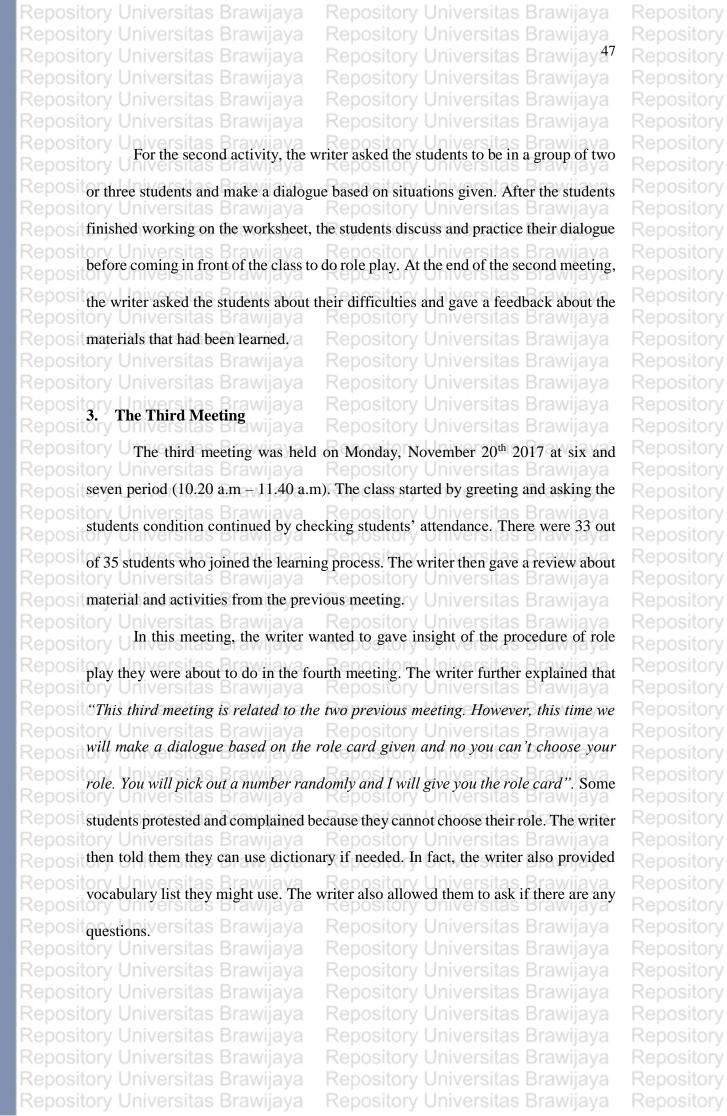




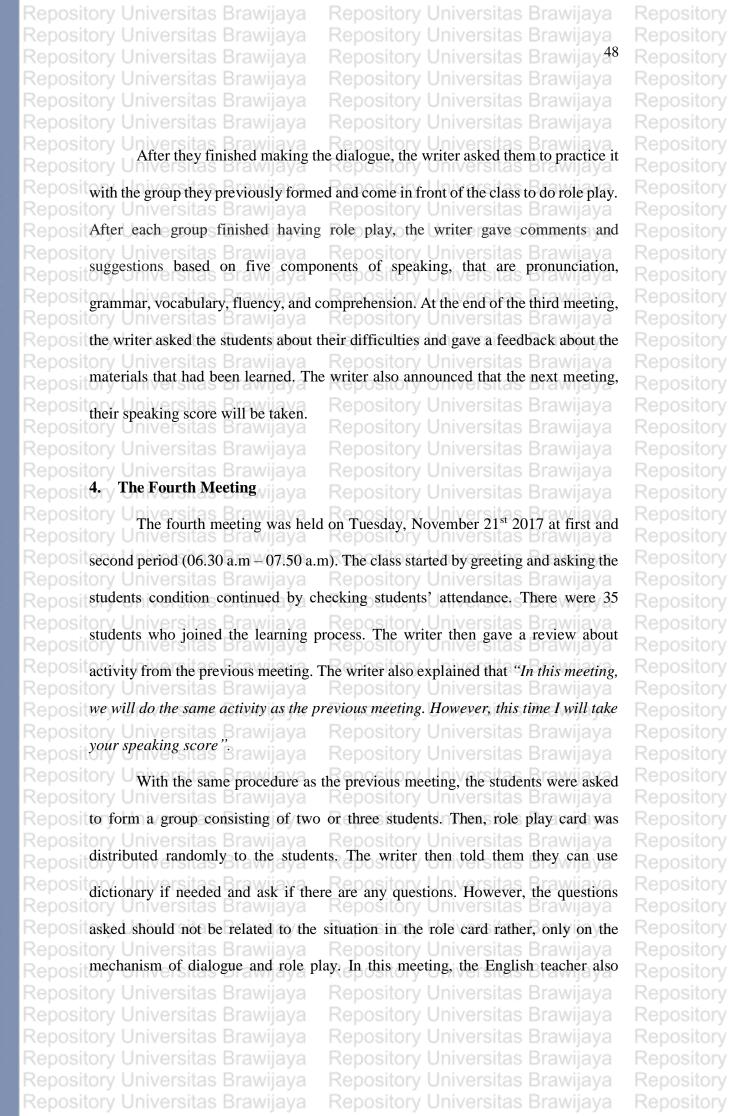


Repository Universitas Brawijaya Repository Universitas Brawijava6 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitat group consisting of two or three students. However, the number of students were Repository Reposit not even so, there were one group consisting of three students. To do role play, the Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit writer asked the students to pick one of the dialogues in the worksheet and practice Repository Repository it with their group before coming in front of the class to do role play. In this step, Reposit the writer did not take students' speaking score, she just wanted to know how well Repository Universitas Brawijaya Reposit the students' performance and whether role play strategy could be implemented in VIII A or not. At the end of the first meeting, the writer asked the students about their difficulties and gave a feedback about the materials that had been learned. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit 2. The Second Meeting The second meeting was held on Tuesday, November 14th 2017 at first and Repositive second period (06.30 a.m - 07.50 a.m). The class started by greeting and asking the Repository Universitas Brawijaya Reposs students condition continued by checking students' attendance. There were 35 students who joined the learning process. The writer then gave a review about the Reposition material and activities from the previous meeting. Universitias Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Repository U In this meeting, the writer wanted to know whether the students could make a dialogue based on the situation given or not. To find out, the writer gave a Reposit worksheet to the students consisting of two activities. The first activity, were four Reposi questions that had to be answered based on the dialogue. It was aimed to give Repository Universitas Brawijaya common sense of why a certain question or statement received certain answer or response. The second activity, involved making dialogue based on two situations Repository Universitas Brawijaya Reposi given to the students for role play activity. It was aimed to find out whether the Reposi students could develop those situations into dialogue or not. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository











Repository Universitas Brawijaya Repository Universitas Brawijav49 Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universita observed students' individual involvement during the implementation of role play. Repository Reposit It was aimed to find out students' attitude and respond toward the implementation Repository Universitas Brawijaya Repository Universitas Brawijaya Repositof the strategy. Itas Brawijaya Repository Universitas Brawilava Repository After they finished making the dialogue, the writer asked them to practice it Repository Repositive with their group and come in front of the class to do role play. After each group Repository Universitas Brawijaya Reposed finished role play, the writer gave a speaking score based on scoring rubric consists of five components of speaking, that are pronunciation, grammar, vocabulary, fluency, and comprehension. At the end of the fourth meeting, the writer asked the Repository Universitas Brawijaya Reposi students about their difficulties and responses about the activity. The writer then distributed questionnaire to find out students' opinion and respond toward the Reposito implementation of role play. Repository Universitas Brawijaya Repository Universitas Brawijaya Reposite 4.1.3 Observing Brawijaya Repository Universitas Brawijaya Repository U In this stage, the writer observed the activity using two instruments. The Repos first one was observation checklist and the second were field notes. Observation Repository Universitas Br was used to monitor students' attitude and response during the action stage. So, the Reposition observation checklist were used in every meeting of the research. In addition, Repository Universitas Brawijaya Repose students' involvement during learning process in the fourth meeting was observed individually. Therefore, to cover the aspects being observed, the writer made an observation checklist (see appendix 10) and it was adapted from Sugiyono (2004). Repository Universitas Brawijaya Repository Universitas Brawijaya In this study, the English teacher act as the collaborator. Therefore, for a better objectivity, she was the one who filled in the observation checklist and field note. Both instruments were used to observe students' participation, attitude, and Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijaya⁰ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Br response during the implementation of the role play and to find out how well role Reposit play affected the students' speaking ability. Story Universitias Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository U In the first meeting, the writer build the students' knowledge about to show the existence of things and people based on material being taught. Worksheet were Reposit given and they picked one of the dialogues and practiced to do role play in front of Repository Universitas Brawijaya the class. Based on the result of observation checklist (see appendix 10a), the students showed that they did not use English to communicate. Thus, they had difficulties in answering teacher's question related to the worksheet given. In Repository Universitas Brawijaya Repose addition, based on the field note taken (see appendix 11), the situation got crowded Repos when there were marching band practice at the school field. The students got distracted, started chatting by themselves, and could not focus on their task. And Repository Repositive when it was time to come in front of the class, the students were hesitated because Repository Universitas Brawijaya Reposit they were shy hence, it was time consuming. Itory Universitas Brawijaya In the second meeting, the writer wanted to know whether the students could Reposit make a dialogue based on the situation given or not. Worksheet were given Repository Universitas Brawijava Reposit involving two situations that they should develop into dialogue. After they finished making the dialogue, they had to discuss it and come in front of the classroom to Reposit do role play. Based on the result of the observation checklist (see appendix 10a), Repose the students showed an improvement compared to the previous meeting. The students were started to communicate using English, they took the initiation to ask question, and they were able to answer teacher's question eventhough there were Repository Universitas Brawijaya Repositions some mistakes. In addition, based on the field note taken (see appendix 11), it was revealed that the students seemed ready to study because there were no distraction Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava¹ Repository Universitas Brawijaya Repository Universitas Brawijaya students took initiation to ask. Despite the sitory Universitas Repository Universita: and the most of the times, the Repositimprovement, the students were still confused to determine the direction of the Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit conversation because the instruction were not clear. Universitas Brawijava In the third meeting, the writer wanted to introduce unscripted role play. In Reposit this meeting, the students were given role play card randomly. Then, the students Repository Universitas Brawijaya Repositive were asked to discuss their role and instruction before come in front of the class to do role play. In this meeting, the writer also gave a vocabulary list to the students related to the material being taught. Based on the result of the observation checklist Repository Universitas Brawijaya Reposit (see appendix 10a), the students finally showed a generally good attitude and Repos response toward teaching and learning process. The students were using English to communicate, they listened to the writer's explanation without getting distracted, Reposit they were able to answered the teacher's questions correctly, and were enthusiastic Repository Universitas Brawijaya Repost to do role play. In addition, based on the field note taken (see appendix 11), the students started to speak English more because the students followed the writer's Reposit speaking style when speaking English. The students also did not get confused when Repository Universitas Brawijava Reposit making dialogues because the situation given were detailed and not ambiguous. In the fourth meeting, the writer gave a review of activity from the previous Repository Reposit meeting. With the exact same procedure as the previous meeting, role play card was Repose distributed to the students. After they finished making the dialogue, the writer asked them to practice it with their group and come in front of the class to do role play while the writer took their speaking score. Based on the result of the observation Repository Universitas Brawijaya Repos checklist (appendix 10a), it was revealed that the students were used to Reposit communicate using English. Thus, made the students able to listen to the writer's Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava² Repository Universitas Brawijaya Repository Universitas Brawijaya explanation. During the process of making dialogue, the students also took the Reposit initiation to ask questions they did not understand. When it was the time to do role Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi play, the students understood the procedure of the strategy and were enthusiastic while carrying out role play activity. In the fourth meeting, the students individual Repose attitude and response also showed that 83% of the students actively involved during Repository Universitas Brawijaya Repose learning process in the fourth meeting (see appendix 10c). In addition, based on the field note taken (see appendix 11), it was revealed that the students did not took a long time to prepare and looked confident while doing role play. Repository Universitas Brawijaya Repository Universitas Brawijaya Repository U In conclusion, based on the result of observation checklist and field note Repos from the first meeting until the fourth meeting, the students showed improvement related to their attitude and response towards the implementation of role play. In Reposi addition, the students attitude and response that were observed individually also Repository Universitas Brawijaya Repose showed a positive result. The reason behind the improvement was because speaking activity were encouraged and practiced continously. The students felt more Reposition confident because they have experience. Dostony Universitias Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit 4.1.4 Reflecting Repository Universitas Brawijaya In this stage, the writer and the English teacher discussed about the result of Repository Universitas Brawijaya Reposithe implementation of the action. The result were obtained through post-test, Repos questionnaire, and interview. Based on the data collected, the writer made the reflection as follows: Repository Universitas Brawijaya Repository Post-test was conducted to find out the students' speaking improvement from pre-test. The post-test was held on November 21st 2017 from 06.30 a.m to Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

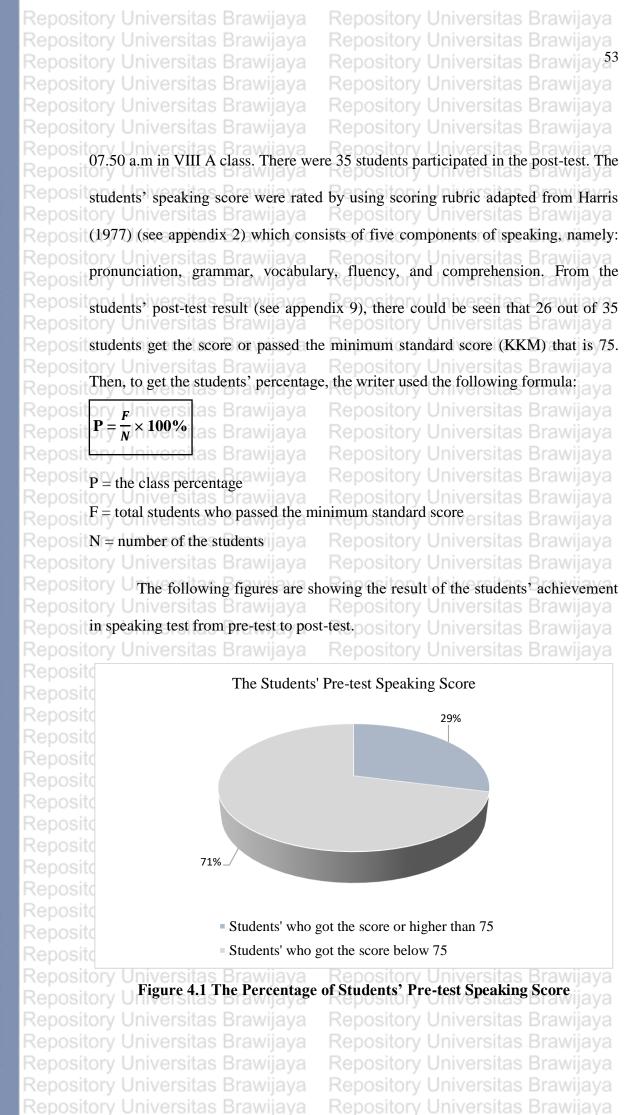
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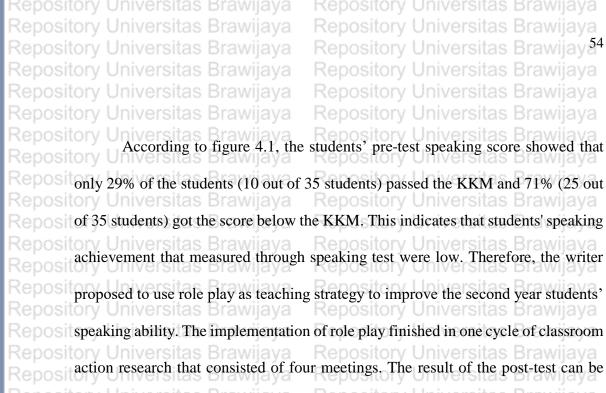






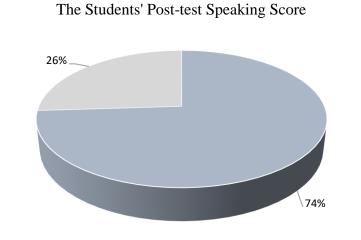
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seen as in the following figure.

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• Students' who got the score or higher than 75

Students' who got the score below 75

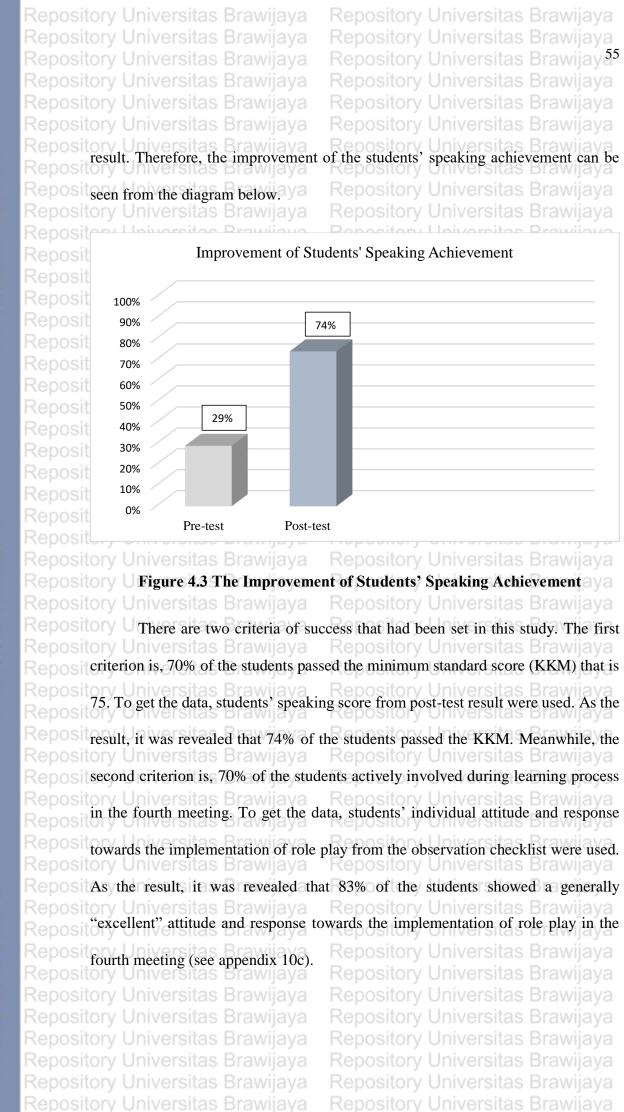
Figure 4.2 The Percentage of Students' Post-test Speaking Score According to figure 4.2, the students' post-test speaking score showed that 74% of the students (26 out of 35) passed the KKM and 26% of the students got the score below the KKM. In other words, it is also revealed that there was improvement of students' speaking achievement after the implementation of role play which can be seen from the students' speaking pre-test result and post-test

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Repository Universitas Brawijaya Repository Universitas Brawijava⁶ Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas After role play activity in the fourth meeting ended, the writer distributed Reposit questionnaire to the students (see appendix 13). There were 5 questions which Repository Universitas Brawijava Repository Universitas Brawijaya Reposit covered the information about students' opinion towards the implementation of role play. In relation to the students' statement and attitude based on their response in Reposition questionnaire, most of the students gave positive answer to the effect they felt after Repository Universitas Brawijaya Reposit the implementation of role play strategy in speaking activity. The result of students' questionnaire (see appendix 13a) describes as in the following explanation. Repository First, related to the students' opinion towards the implementation of role Reposit play in teaching and learning process, shows that 30 students or 86% of the students Repos felt that role play was a fun strategy to be applied. Second, related to students' motivation, shows that 20 students or 57% of the students felt quite motivated after Reposit the implementation of role play strategy. Third, related to students' ideas after the Repository Universitas Brawijaya implementation of role play, shows that 18 students or 51% of the students felt that role play gave them ideas in speaking activity. Fourth, related to the effect of the Repositimplementation of role play toward their speaking ability, shows that 31 students Repository Universitas Brawijaya Repositor 89% of the students felt that role play improve their speaking ability. And fifth, related to the implementation of role play in future learning, shows that 35 students Repositor 100% of the students wanted the English teacher to implement role play in Reposit teaching and learning process. Repository Universitas Brawijaya Repository Universitas Brawijaya



Repository Universitas Brawijaya Repository Universitas Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya Repository_Universitas Brawijava Repository Universitas Brawijaya 4.2 Discussion Repository U Role play is one of teaching strategies that can be used to teach speaking. Repository Universitas Brawijaya Repository Universitas Brawijaya Repose Ladousse (1995) defines role play where "role", means the students play a part (either their own or somebody else) in specific situation and "play", means that is taken on in a safe environment which in this case, is classroom. In addition, Celce-Reposi Murcia (2001) states that role play is a strategy of instruction in which participants Repost act out designated role relevant to real-life situation. In other words, when role play is implemented as teaching strategy, the students are expected to imagine a role and Repository Reposition and able to act it in the classroom as they are in real-life situation. Repository The use of role play as teaching strategy proved to be really effective to be implemented in speaking activity. The students became more active and no longer Reposit felt shy during speaking activity. According to Ladousse (1987), role play helps Repository Universitas Brawijaya Reposit many shy students by providing them with a mask because some students may have a great deal of difficulty participating in conversations about themselves, and in Reposit other activities based on their direct experience. The students were also able to use Repository Universitas Brawijaya Repose appropriate vocabulary to the appropriate context and its function because the range of functions and structure, and the areas of vocabulary were introduced during role play activity. In addition, the students improved their pronunciation because Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit speaking were practiced continuously. In conclusion, the implementation of role Repost play as teaching strategy can improve the students' speaking ability. Brawnava Based on the research finding, the implementation of role play proven to Repository Universitas Repositing improve the students' speaking ability. The improvement can be seen from the result of the students' speaking achievement from pre-test to post-test. Pre-test was Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava⁸ Repository Universitas Brawijaya Repository Universitas Brawijaya held before the implementation of role play. As the result, only 29% of the students Reposit passed the KKM that is 75. Meanwhile, post-test was held after the implementation Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit of role play and as the result, 74% of the students passed the KKM. Brawijava Repository Universitas Brawijaya Moreover, the students also showed a positive attitude and response towards Reposit the implementation of role play. Based on the result of observation checklist and Repository Universitas Brawijaya Repose field note, (1) the students started to speak English more because it was encouraged, (2) the students were listening to teacher's explanation because they understood English, (3) the students took initiation to ask because they wanted to learn, (4) the Repository Reposit students were able to answer the teacher's question, (5) the students understood the Repose procedure of role play, (6) the students were using English in role play activity, and (7) the students were enthusiastic in doing role play. In addition, based on the Reposi students' individual observation during learning process in the fourth meeting, it Repository Universitas Brawijaya Repos was revealed that 83% of the students showed an "excellent" attitude in post-test based on the rating given in the observation checklist. Repository U In conclusion, the implementation of role play strategy can improve the Repository Universitas Brawijaya Reposi students' speaking ability. It was because the strategy brought advantages such as overcome students' fear of speaking and gave the students ideas in speaking Reposi activity. The improvement of students' speaking ability can be seen from the result Repose of the students' speaking achievement and the students' attitude and response Repository Universitas Brawijaya Repositowards the implementation of role play. Dository Universitas Brawijaya Repository Universitas Brawijaya

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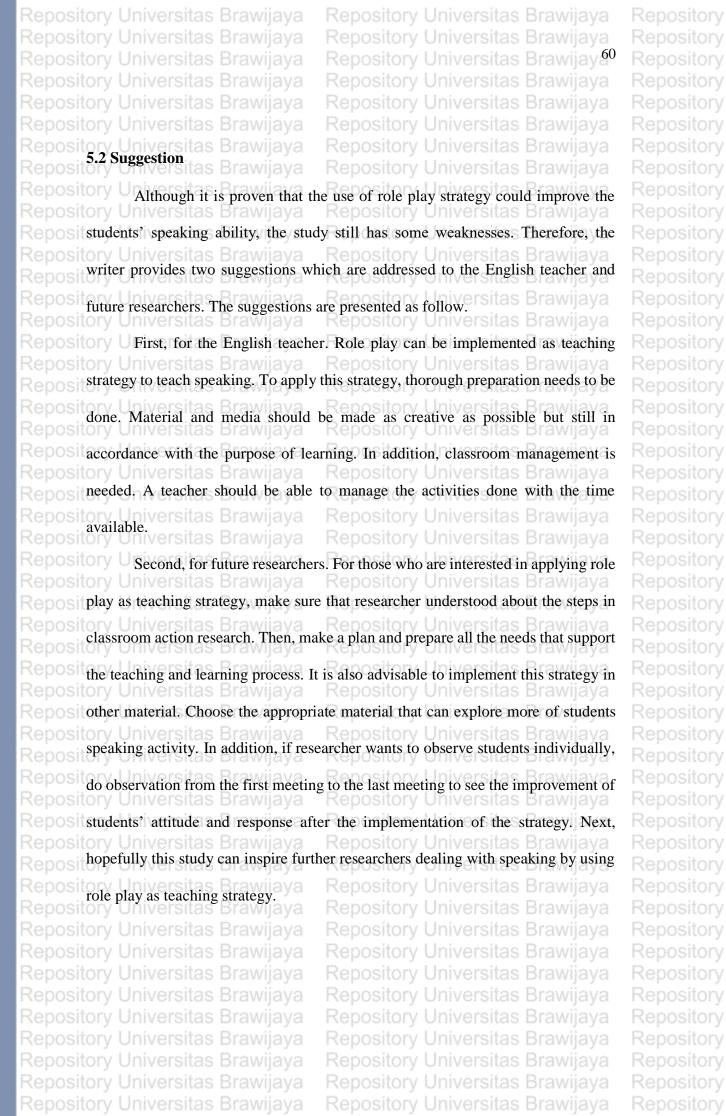




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conclusion is based on research finding and discussion from the previous chapter
while the suggestion deals with the objectives of the implementation of role play in
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Repository \cup Based on the research finding and discussion in the previous chapter, the
Repository Universitas Brawijaya Repository Universitas Brawijaya
Repos writer conclude that using role play as teaching strategy can improve students'
speaking ability. The conclusion is indicated through criteria of success which had
Repositive been achieved and the students' response towards the implementation of role play.
Representation First, in terms of students' speaking score. This study is considered succesful if 70%
of the students got the score or passed the KKM that is 75. In post-test, 74% of the
Reposit students (26 out of 35) passed the KKM. Second, in terms of students' attitude and Repository attitude and Repository attitude and Repository attitude atti
Reposi response towards the implementation of role play. This study is considered
successful if 70% of the students involved during learning process in the fourth
meeting. And the result from the observation checklist is that 83% of actively
Reposit involved during the implementation of role play in the fourth meeting. rawijaya
In conclusion, role play strategy is not only succeed to improve the students'
speaking achievement but, also the students' involvement during teaching and
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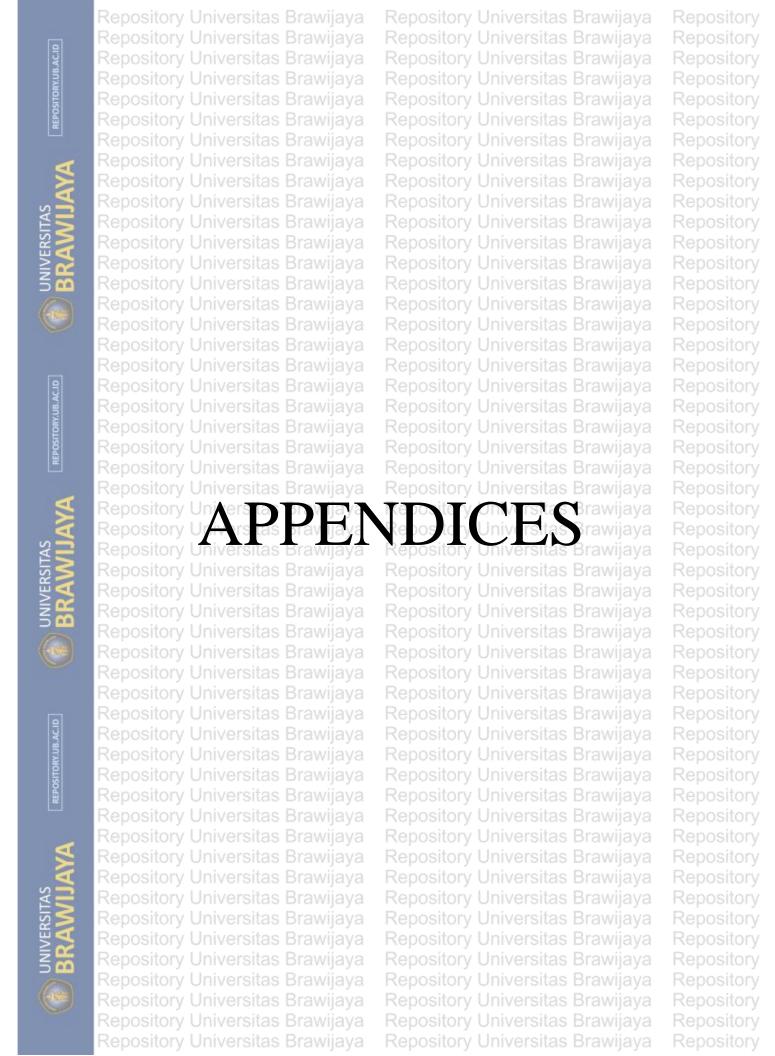
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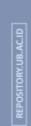
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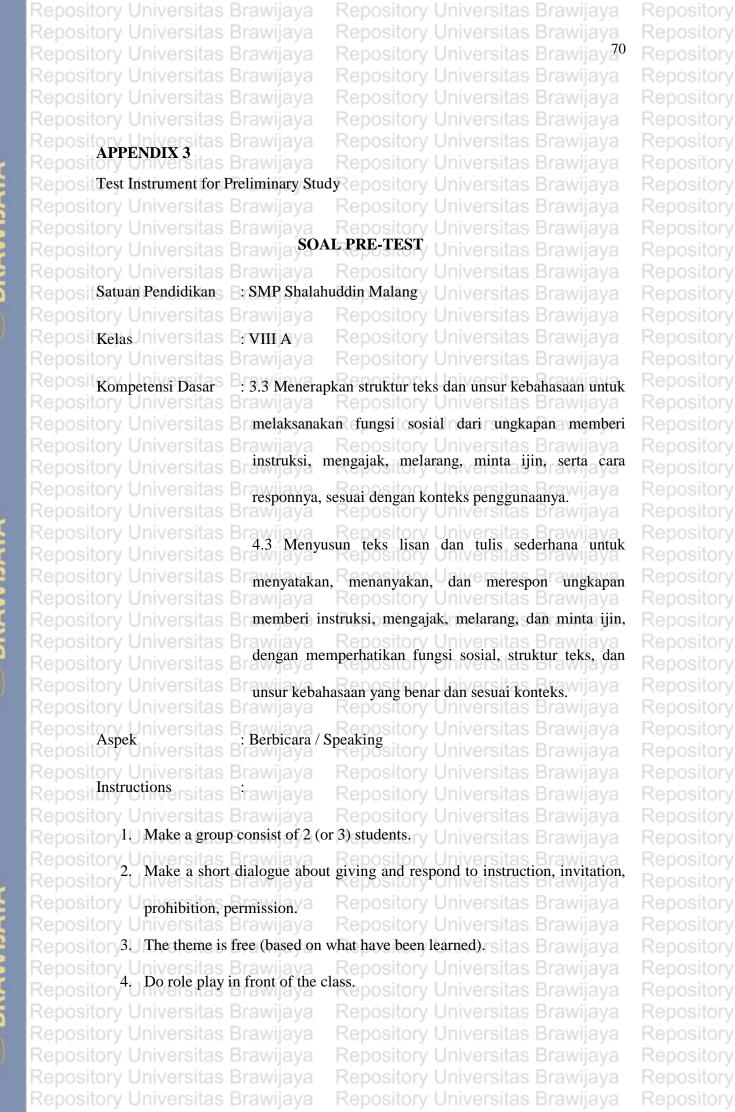


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REPO	Reposit	· · ·	Iniversitas Bra	wijaya	asked to repeat.	Repository
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4	Reposit	11	Jniversitas Bra	wijaya	make speech virtually unintelligible.	Repository
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≧ 🛃	Reposit	· · ·	Universitas Bra	. diala	obscure meaning.	Repository
5 🗰	Reposit	~	Jniversitas Bra	· · · · ·	Make frequent errors of grammar and word	Repository
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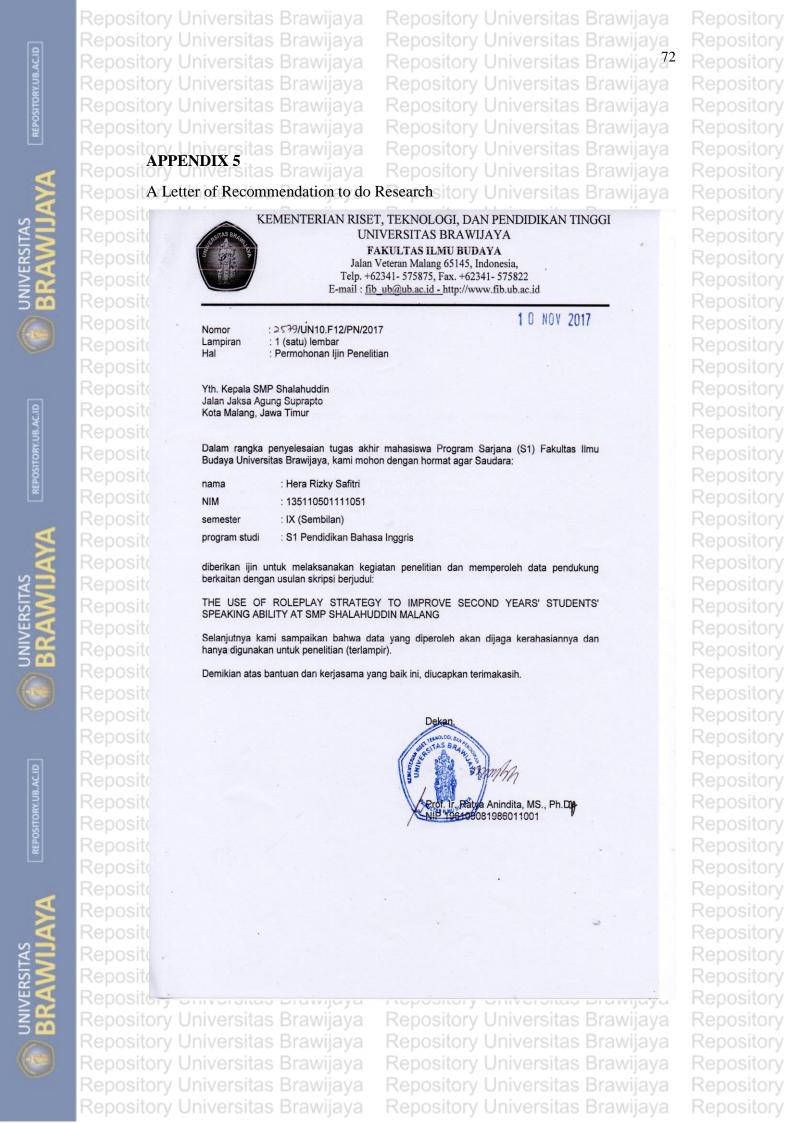
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S T	Repository	Universitas Brawijaya	Speed of speech seems to be slightly	Repository
		Universitas Brawijaya	affected by language problem. Brawnaya	Repository
ERS		Universitas Brawijaya	Speed and fluency are rather strongly jaya	Repository
≩₽		Iniversitas Brawijaya	affected by language problem. Usually hesitant, often forced into silence by	Repository
5 📫		Universitas Brawijaya	language limitation.	Repository
		Universitas Brawijaya	Speech is so halting and fragmentary as to	Repository
	1 V	Universitas Brawijaya	make conversation virtually impossible.	Repository
	1	Comprehension 5	Appears to understand everything without	Repository
e		Iniversitas Bravilava	difficulty.	Repository Repository
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ORY.U	1 1/1	Universitas Brawijaya	speed although occasionally repetition may	Repository
OSITI		Universitas Brawijava	be necessary. Understand most of what is said at slower	Repository
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		Universitas Brawijaya	Has great difficulty following what is said.	Repository
R	Repository I	Universitas Brawijaya	Can comprehend only "social conversation"	Repository
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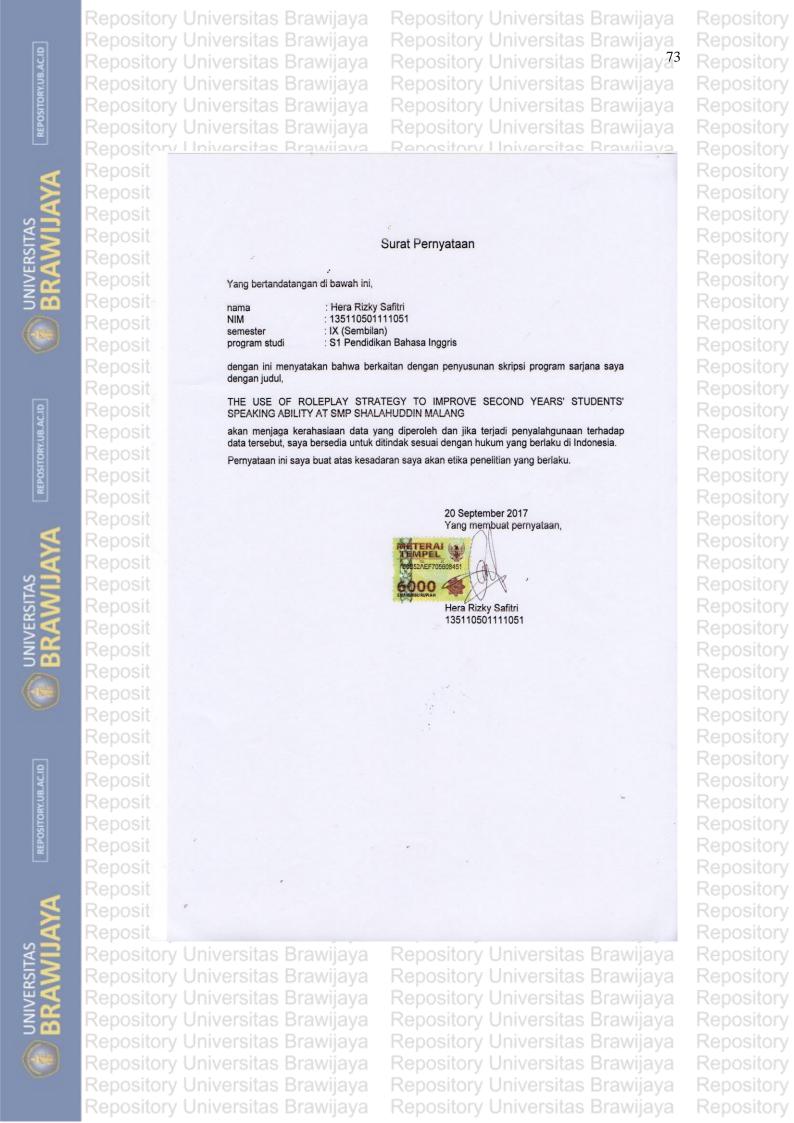


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	Reposit	ory Univer	sitas E	Brawija	va R	eposito	orv Uni	versitas l	Brawijaya	Repository
-	Reposit	APPENDIX	4 sitas F	Brawija	va R				Brawijaya	Repository
2		Students' Pre			~				Brawijaya	Repository
A		3	_	aking Se	J				Drawijaya	
S =		ory Univer		nawija	<i>w</i>		~	versitas	prawijaya	Repository
Ê>	Reposit	OF Code Ver			-	pect SILC	ory Uni	Ve Total S	Score/a	Repository
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3 📅	Reposit	S.01	3	3	3	3	3	15	60	Repository
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		S.03 S.04	SIL2S L	ira 4 ja Ira 4 ja	va 3 R	epasito	ny 2 mi	versisas	60 56	
	Reposit	S.04 Ver	sit2s E 4	4 4	<u>4</u>	ep:4sito 4	ory Uni 4	<u>20</u>	80	Repository
	Reposit	S.05	2	4	2	4	2	14	56	Repository
	Reposit	S.07	isitas E	tra zija	$\frac{2}{3}$ R	epgsite	$\frac{2}{3}$	13	Braviso 30	Repository
8	Reposit	S.08	4	4	3	4	4	19	76	Repository
UB.A	Reposit	ory S.09iver	rsitas E	srav3/ija	va 3 R	epasita	ory 3Jni	versi3as l	Brav52aya	Repository
ORY.	Reposit	S.10 Ver	sitas F	trav ³ /ila	va 3 R	endsito	nrv 3 Ini	verdi3as l	Rray 52ava	Repository
osit	Reposit	S.11	2	3	2	4	2	13	52	Repository
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		S.13	3	4	4	4	4	19	76	
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5 🚾	Reposit	S .22	4	3	3	4	5	19	76	Repository
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	Reposit	S.20	eitde F 4	4	3	4	4	19	76	Repository
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ACI	Reposit	OTV S.29 VEI	isitas E	sravija	ya 4 R	epasito	pry 2 Ini	versisas	Brav60aya	Repository
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EPOS	Reposit	S .32	3	4	4	4	4	19	76	Repository
E .	Reposit	S.33	3	2	2	3	3	13	52	Repository
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4	Reposit		4	4	V	4	4	19	76	Repository
X		Note: Univer			w				Brawijaya	Repository
	Reposit	A = Pronuncia	tion. B =	Grammaı	C = Voc	abulary, I) = Fluen	cv. E = Com	prehension	Repository
¥ Z	Reposit	ory Univer	rsitas E		ya R	eposito	ory Uni	versitas	Brawijaya	Repository
เขร	Reposit	Students v	who passe	d the KK	ma R	eposito	ory Uni	versitas l	Brawijaya	Repository
Ψ 	Reposit	ory Univer	sitas E	Brawija	va R	eposito	orv Uni	versitas l	Brawijaya	Repository
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	Reposit	ory Univer	sitas E	srawija	ya R	eposito	ory Uni	versitas l	Brawijaya	Repository





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	Repository Universitas Brawijaya
Reposito 1. Menghargai dan menghayati aj Reposito 2. Menghargai dan menghayati p	erilaku jujur, disiplin, tanggungjawab, peduli
copooliony ornitoriolado branijaja -	ntun, percaya diri, dalam berinteraksi secara
topoonory or more blampaya	al dan alam dalam jangkauan pergaulan dan
ropoonory onitionatio premijaja	Repository Universitas Brawijaya
tole conterly control concered control of the	al, konseptual, dan prosedural) berdasarkan
topository orniversites preivileye	ı pengetahuan, teknologi, seni, budaya terkait
fenomena dan kejadian tampak	Repusitory Ornversitas Drawijaya
4. Mencoba, mengolah, dan me	nyaji dalam ranah konkret (menggunakan,
mengurai merangkai memo	lifikasi, dan membuat) dan ranah abstrak
(menulis, membaca, menghit	ung, menggambar, dan mengarang) sesuai
dengan yang dipelajari di seko	lah dan sumber lain yang sama dalam sudut
pandang/teori	Repository Universitas brawijaya
Repository Universitas Brawijaya	Repository Universitas Brawijaya
	Repository Universitas Brawijaya
B. Kompetensi Dasar dan Indikator	r Pencapaian Kompetensi
No. Kompetensi Dasar	Indikator Pencapaian Kompetensi
1. 1.1 Mensyukuri kesempatar	1 1.1.1 Bersemangat dalam melaksanakan
repository universitas prawijava	kagiatan nada nambalajaran Dahasa

kegiatan pada pembelajaran Bahasa dapat mempelajari bahasa Repository Un Inggris sebagai bahasa Inggris. Repositor Repository Universitas Brawijaya Repository Universitas Brawijaya





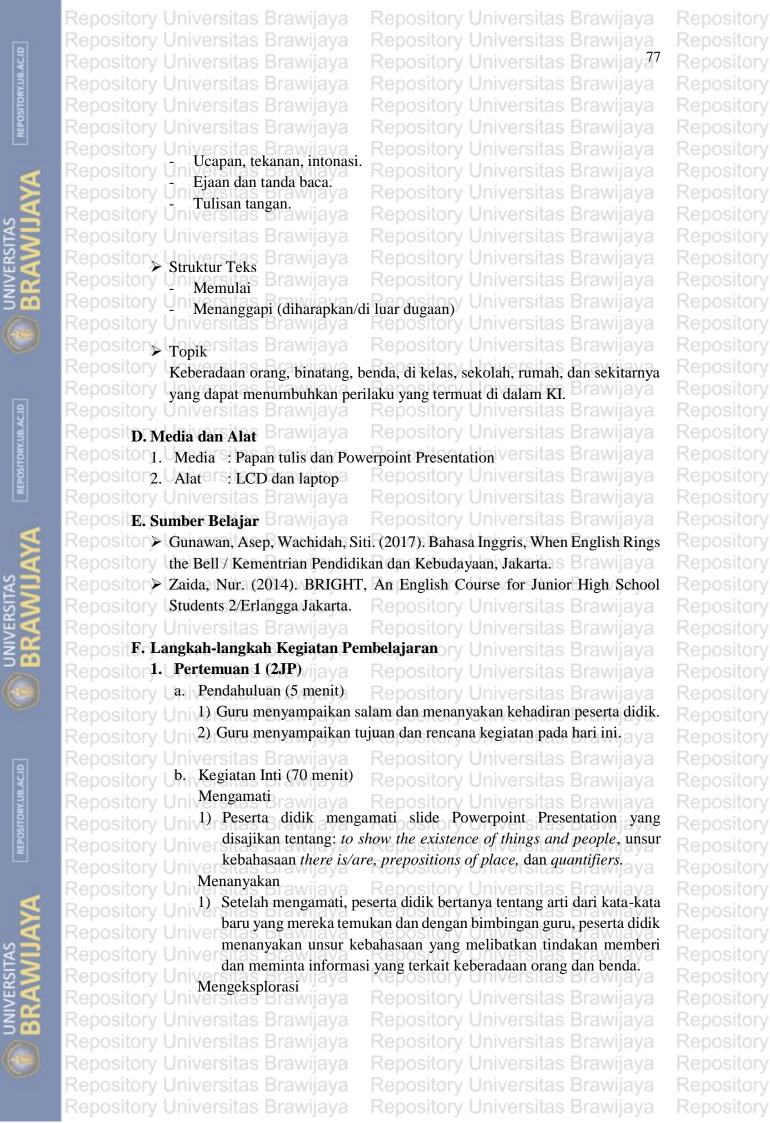
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æ	1 2		enository Universitas Brawijaya	Repository
-	Repository	pengantar komunikasi	epository Universitas Brawijaya	Repository
2	Repository	internasional yang	1.1.2 Serius dalam melaksanakan setiap	Repository
A	Repository	diwujudkan dalam semangat	kegiatan pada pembalajaran Bahasa	Repository
2	Repositor	belajar.	Inggris.	Repository
3	Repository	2. 2.1 Menunjukkan perilaku	2.1.1 Menyapa guru dan teman dengan	Repository
	Repository	santun dan peduli dalam	Bahasa Inggris yang berterima.	Repository
	Repository	melaksanakan komunikasi	epository Universitas Brawijaya	Repository
	Repository	interpersonal dengan guru	2.1.2 Menjawab pertanyaan yang	Repository
	Repository	dan teman.	diberikan guru dan teman berkaitan	Repository
		Universitas Brawijaya R	dengan apa yang sedang dilakukan	Repository
		Universitas Brawijaya R	dengan Bahasa Inggris yang bertema.	Repository
9	Repository		anaaitan Universitaa Drawliaya	Repository
B.AC	Repository	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri,	2.2.1 Memahami teks lisan dan tertulis	Repository
ORY.U	Repository	dan bertanggung jawab	tentang kejadian yang sedang berlangsung secara jujur dan percaya	Repository
OSIT	Repository	aun oonanggang jawao	diri dengan Bahasa Inggris yang	Repository
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A		Universitas Brawijaya R	2.2.2 Menyatakan teks lisan dan tertulis	Repository
A	. · · · · · · · · · · · · · · · · · · ·	Universitas Brawijava R	tentang kejadian yang sedang	Repository
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\leq		Universitas Brawijaya R	diri dengan Bahasa Inggris yang	Repository
A		Universitas Brawijaya R	berterima, Universitas Brawijaya	Repository
B	· · · · · ·	Universitas Brawijaya R	epository Universitas Brawijaya	Repository
	· · · ·	Universitas Brawijaya R	2.2.3 Menanyakan teks lisan dan tertulis	Repository
		Universitas Brawijaya R	tentang kejadian yang sedang awijaya	Repository
	Repository	Universitas Brawijaya R	berlangsung secara jujur dan percaya	Repository
	Repository	Universitas Brawijaya R	diri dengan Bahasa Inggris yang wijaya	Repository
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AC.II	Repository	Universitas Brawijaya R	epository Universitas Brawijaya	Repository
RY.UB	Repository		2.3.1 Menjelaskan alasan tentang _{ujaya}	Repository
DSITO	Repository	tanggung jawab, peduli,	kegiatan yang sedang dilakukan dengan	Repository
REPC	Repository	kerja sama, dan cinta damai,		Repository
	Repository	dalam melaksanakan	peduli dan tanggung jawab. Brawijaya	Repository
-	Repository	komunikasi fungsional.	epository Universitas Brawijaya	Repository
X	Repository	3. 3.6 Menerapkan fungsi	3.6.1 Mengidentifikasi fungsi sosial,	Repository
Z	Repository	sosial, struktur teks, dan unsur kebahasaan teks	struktur teks, dan unsur kebahasaan dalam tindakan memberi dan meminta	Repository
3	Repository	interaksi transaksional lisan	EDUSIULV UHIVEISILAS DIAWIIAVA	Repository
RAW	Repository	dan tulis yang melibatkan	informasi yang terkait keberadaan orang	Repository
2	Repository	- Universitas pravijaya - N	epository Universitas Brawijaya	Repository
			lepository Universitas Brawijaya	Repository
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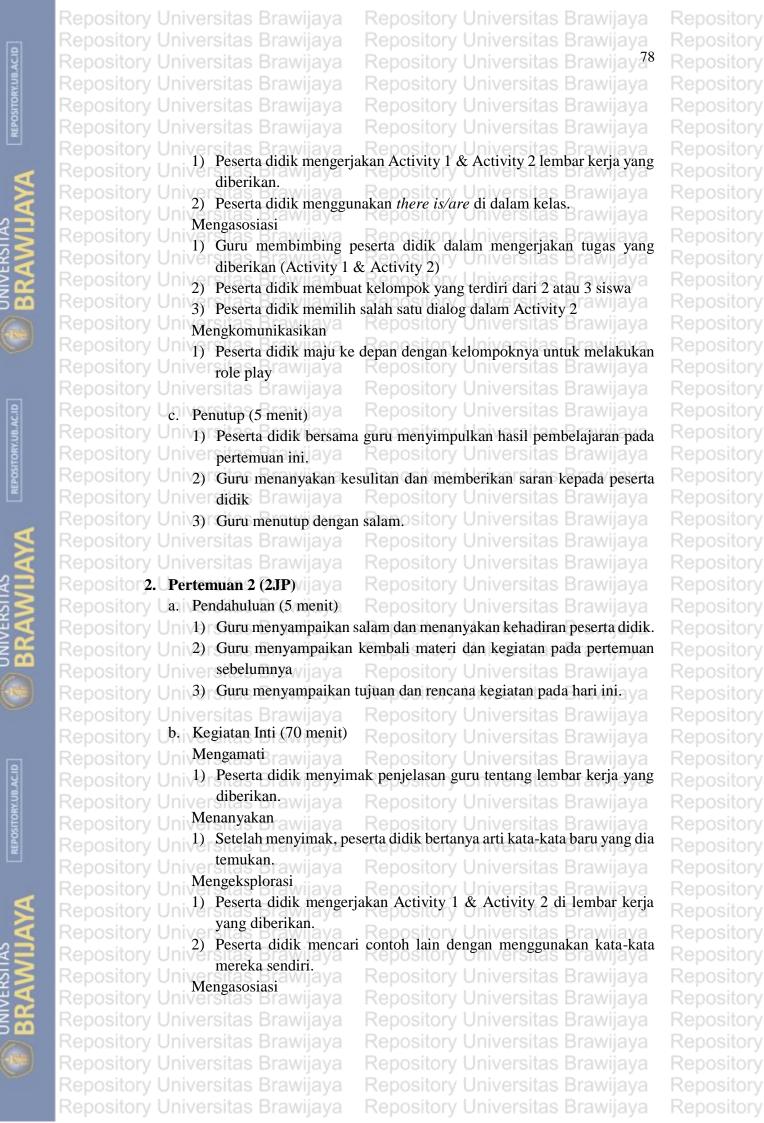
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RE	1	niversitas Brawijaya F niversitas Brawijaya F	Repository Universitas Brawijaya	Repository
	·	tindakan memberi dan	dan benda sesuai dengan konteks	Repository
4	Repository U	meminta informasi yang	nenggunaannya	Repository
A	Repository U	terkait keberadaan orang,	epository oniversitas Drawijaya	Repository
S 📃 🛛	Repository U	benda, binatang, sesuai	3.6.2 Menanyakan kegiatan yang	Repository
ESS	Repository U	dengan konteks	melibatkan tindakan memberi dan	Repository
₩¥	Repository U	penggunaannya. (Perhatikan	meminta informasi terkait keberadaan	Repository
ź 🥰 🛛	Repository U	unsur kebahasaan there	orang dan benda dengan struktur teks	Repository
	Repository U	is/are)	yang runtut dengan unsur kebahasaan	Repository
		niversitas Brawijaya F	yang benar dan sesuai konteks.	Repository
		niversitas Brawijaya F niversitas Brawijaya F	Repository Universitas Brawijaya	Repository
		niversitas Brawijaya F	Repository Universitas Brawijaya	Repository Repository
			3.6.3 Memberi contoh kalimat memberi	
3 AC.1		niversitas Brawijaya – F niversitas Brawijaya – F	dan meminta informasi yang terkait	Repository
RY.UE		Den line Den line D	keberadaan orang dan benda.	Repository
OSITO	Repository 4		4.6.1 Membuat percakapan pendek	Repository
REPO	Repository U	transaksional dan lisan	yang melibatkan tindakan memberi dan	Repository
	Repository U	sangat pendek dan	meminta informasi terkait keberadaan	Repository
4	Repository U	sederhana yang melibatkan	orang dan benda dengan	Repository
×	Repository U	tindakan memberi dan meminta informasi terkait	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar	Repository
s 🕇	Repository U	keberadaan orang, benda,	dan sesuai konteks. Sitas Brawijaya	Repository
			Repository Universitas Brawijaya	Repository
ER -		memperhatikan fungsi	4.6.2 Peserta didik memperagakkan	Repository
≩₽	Repository U		percakapan pendek yang sudah dibuat	Repository
5 📫	Repository U		secara berpasangan. sitas Brawijaya	Repository
			Repository Universitas Brawijaya	Repository
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C ID			Repository Universitas Brawijaya	Repository
r. UB. /			ta dan memberi informasi terkait keberadaan	Repository
REPOSITORY UB. ACID		rang, benda, binatang sesuai der	ngan konteks penggunaannya. Brawija va	Repository
TEPOS	Repository U	niversitas Brawijava F	Repository Universitas Brawijaya	Repository
				Repository
	Repository U	Menyebutkan, mendeskripsikan,	membuat inventaris, dan sebagainya.	Repository
AYA	Repository II	niversites Brawijava - F	Repository Universitas Brawijaya	Repository
A	Repositor	Jnsur Kebahasaan	Repository Universitas Brawijava	Repository
AS 📒	Repository U	Ungkapan dengan there is/ar	epository Universitas Brawijava	Repository
sit S	Repository U	Kata jumlah yang tidak tentu	: little, few, some, many, much, a lot (of).	Repository
A	Repository U	Frasa kata depan: <i>in, on, und</i>	er, in front of, below, above, dan lain-lain.	Repository
			Repository Universitas Brawijaya	Repository
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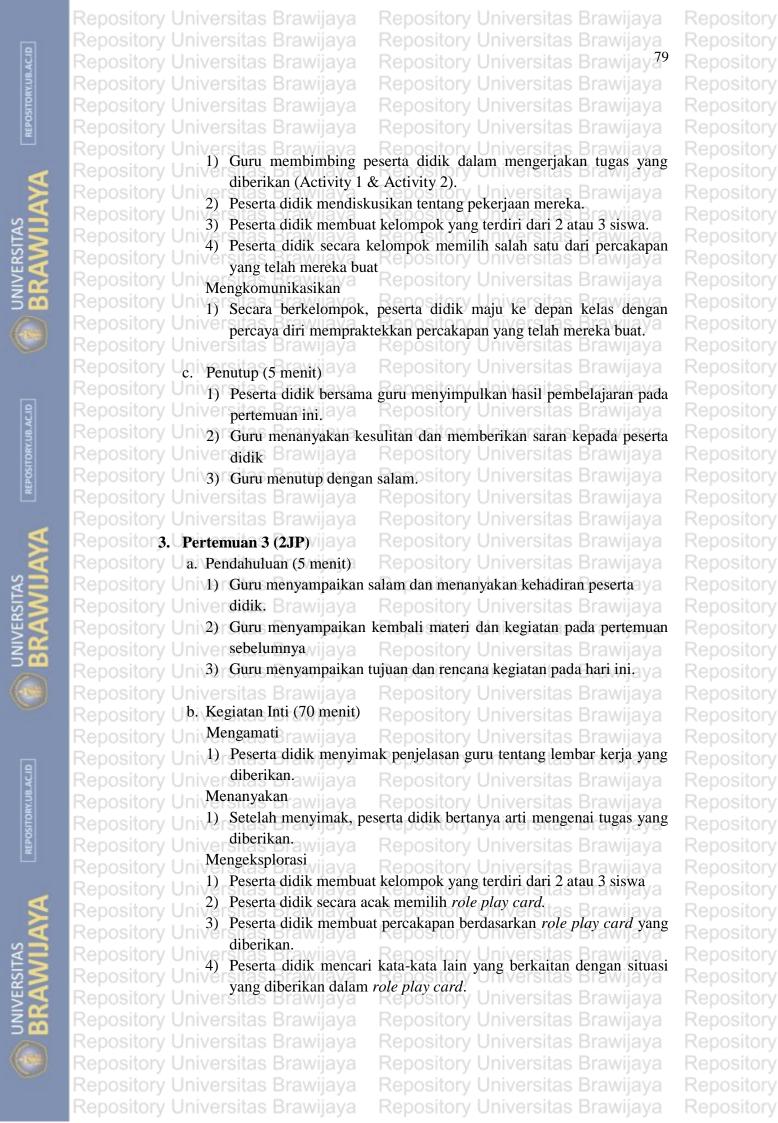
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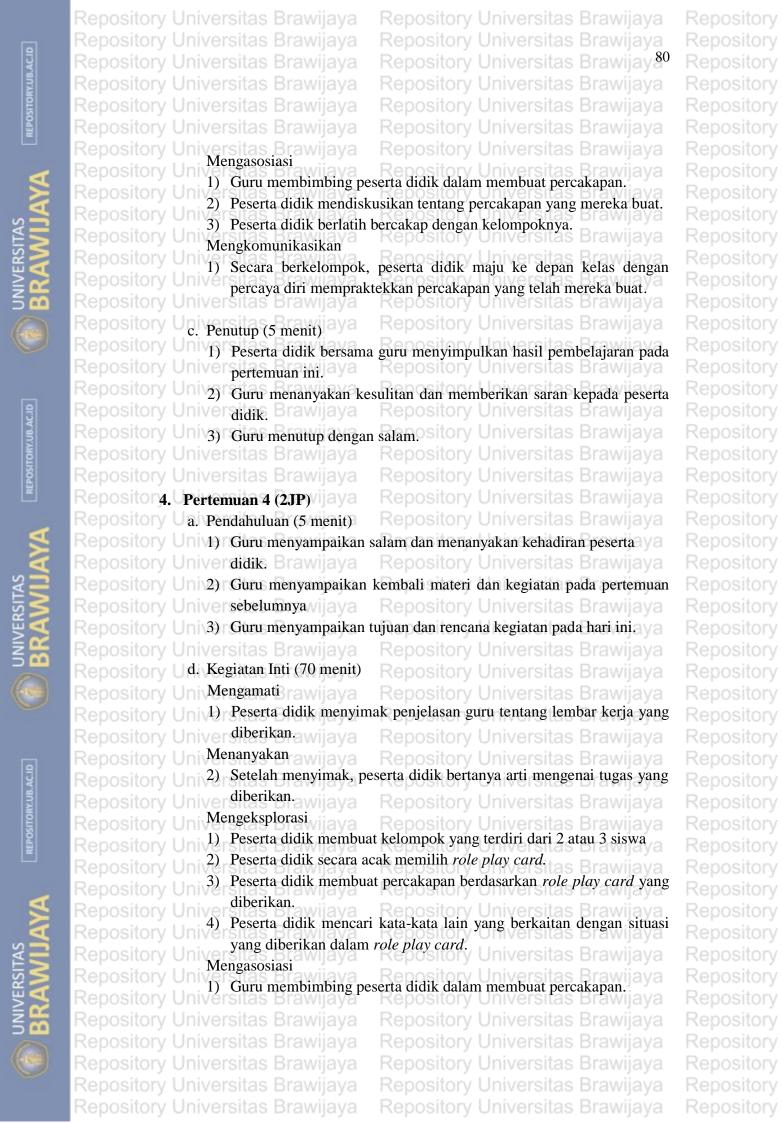
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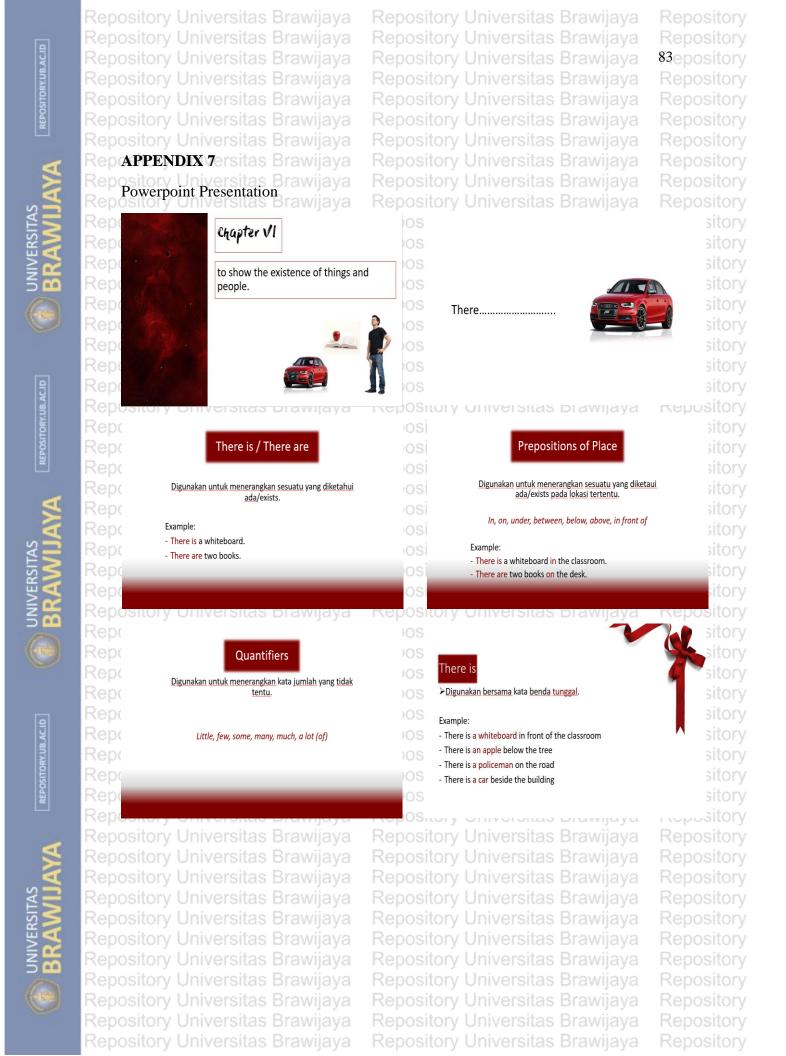






	Reposit	orv l	Jniversitas Brav	wijava	Repository Universitas Brawijaya	Repository
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<u> </u>						Repository
	Reposit	orv l			kusikan tentang percakapan yang mereka buat.	Repository
8	Reposit		3) Peserta didi	MIAVA	bercakap dengan kelompoknya.	Repository
N A	Reposit		Mengkomunika	sikan	, peserta didik maju ke depan kelas dengan	Repository
TAS	Reposit	~	Inivarcitae erai	M/11531/53		Repository
RSI S	Reposit		percaya diri	mempral	ktekkan percakapan yang telah mereka buat.	Repository
Ľ Z	Reposit		3) Penutup (5 men	wijava	Repository Universitas Brawijaya	Repository
S 📅	Reposit	ory l	1) Peserta didi	llt) k borsom	a guru menyimpulkan hasil pembelajaran pada	Repository
	Reposit		pertemuan i		a guru menyimpulkan nash pembelajaran pada	Repository
	Reposit	ory l	1		esulitan dan memberikan saran kepada peserta	Repository
	Reposit	ory l	Jniver didik. Bray	wijaya	Repository Universitas Brawijaya	Repository
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8			Jniversitas Brav		Repository Universitas Brawijaya	Repository
UB.A	Reposit	ory l	Jniversitas Bra	wijaya	Repository Universitas Brawijaya	Repository
TORY			nilaian sitas Brav		Repository Universitas Brawijaya	Repository
REPOSITORY, UB. AC. ID	Reposit		Iniversitas Bra		Repository Universitas Brawijaya	Repository
E	Reposit	No.	Rated Aspect	Rating Scores	Repository Description Brawijaya	Repository
_	Reposit	ony t	Pronunciation	wijaya	Almost perfect. Universitas Brawijaya	Repository
×	Reposit	ory l	Iniversitas Bra	wijaya	Repository Universitas Brawijaya	Repository
\geq	Reposit	· · · ·	Iniversitas Bra	wijaya	Always intelligible, though one is conscious of a definite accent.	Repository
TA P	Reposit		Universitas Bra	wijaya	Pronunciation problems necessitate concentrated	Repository
A			Iniversitas Bra		listening and occasionally lead to	Repository
R A			Iniversitas Bra		misunderstanding. New York hard to understand because of	Repository
5 📅		ory t	Jniversitas Bra	wijaya	Very hard to understand because of pronunciation problems. Must frequently be	Repository
	Reposit		Jniversitas Bra		asked to repeat.	Repository
	Reposit	~	Jniversitas Bra Jniversitas Bra	2	Pronunciation problems so severe as to make speech virtually unintelligible.	Repository
		and	Iniversites Pres	vilovo	Ropository Universites Browijava	Repository Repository
	Reposit Reposit	2.	Grammar Joiversitas Bra	vijava	Makes few (any) noticeable errors of grammar	Repository
CID		ory I	Jniversitas Bra	wijaya wijaya	or word order. Occasionally makes grammatical and or word	Repository
(.UB./			Iniversitas Bra		order errors which do not, however, obscure	Repository
SITOR	Reposit	110	Jniversitas Bra	10 V	meaning.	Repository
REPOSITORY UB. AC. ID			Jniversitas Bra		Make frequent errors of grammar and word order, which occasionally obscure meaning.	Repository
			Jniversitas Bra	4 V	Grammar and word order errors make a wild va	Repository
	Reposit	ory l	Jniversitas Bra	wijaya	comprehension difficult, must often rephrases	Repository
2	Reposit	ory l	Jniversitas Bra	wijaya	sentence. Errors in grammar and word order, so severe as	Repository
A	Reposit	ory l	Jniversitas Bra	wijaya	to make speech virtually unintelligible.	Repository
TAS			Iniversitas Bra		Repository Universitas Brawijaya	Repository
"IS	Reposit	ory l	Vocabulary Bra	wijaya	Rich and varied use of vocabulary. Brawijaya	Repository
UNIVERSITAS BRAWIJ			Universitas Bra		Repository Universitas Brawijaya	Repository
			Jniversitas Brav		Repository Universitas Brawijaya	Repository
			Jniversitas Brav		Repository Universitas Brawijaya	Repository
			Jniversitas Bra		Repository Universitas Brawijaya	Repository
			Jniversitas Brav		Repository Universitas Brawijaya	Repository
	Keposit	ory l	Jniversitas Bra	wijaya	Repository Universitas Brawijaya	Repository

	Repusiu	ory l	Jniversitas Brav	wijava	Repository Universitas Brawijaya	Repository
		-	Jniversitas Brav		Repository Universitas Brawijaya	Repository
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UB.4			Jniversitas Brav		Repository Universitas Brawijaya	Repository
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181			Jniversitas Brav	~ ~	Repository Universitas Brawijaya	Repository
B			Jniversitas Bra		Repository Universitas Brawijaya	Repository
		17	Jniversitas Bra		There are some wrong vocabulary but does not	Repository
	-	-			interfere meaning. There are some wrong vocabulary and disturbing	Repository
A COMPANY AND A			Iniversitas Bra		meaning.sitory Universitas Brawijava	Repository
			Jniversitas Bra		Misuse of words and very limited vocabulary	Repository
	Reposit		Universitas Bra	wijaya	makes comprehension quite difficult. Vocabulary limitation so extreme as to make	Repository
≥≥	Reposit	ory l	Jniversitas Bra	wijaya	conversation virtually impossible.	Repository
	Reposit		Jniversitas Brav		Repository Universitas Brawijaya	Repository
	Reposit	or y (Fluency Bra	vijava	Speech as fluent and effortless as that of native speaker.	Repository
and the second se	Reposit		Universitas Bra	wijaya	Speed of speech seems to be slightly affected by	Repository
	Reposit	ory l	Jniversitas Bra	wijaya	language problem. Inversitas Brawijaya	Repository
	Reposit	ory l	Jniversitas Bra	wijałya	Speed and fluency are rather strongly affected by language problem.	Repository
12	Reposit	· · · · ·	Universitas Bra	vijaya	Usually hesitant, often forced into silence by	Repository
Y.UB.J	Reposit	- 17			language limitation.	Repository
TOR	Reposit			wijaya	Speech is so halting and fragmentary as to make	Repository
(EP OS	Reposit	ory l	Iniversitas Brai	wijaya_	conversation virtually impossible.	Repository
	Reposit	5.	Comprehension	wijaya	Appears to understand everything without	Repository
	Reposit	d and	Universitas Bra		difficultystory Universitas Brawijaya	Repository
	Reposit			3 5	Understand nearly everything at normal speed although occasionally repetition may be	Repository
		ory t	Jniversitas Bra	Nijaya	necessary.	Repository
	Repositi	ory t any t	Iniversitas Dra	Mijaya	Understand most of what is said at slower than	Repository
~	Reposit		Jniversitas Bra		normal speed without repetition. Has great difficulty following what is said. Can	Repository
		~	Jniversitas Bra Jniversitas Bra		comprehend only "social conversation" spoken	Repository Repository
5 00	Reposit	· · · · ·	And the second data and Physics	21	slowly and without frequent repetition.	Repository
		10	Jniversitas Bra	2 1 2	Cannot be said to understand even simple conversation.	Repository
			Jniversitas Brav		Repository Universitas Brawijaya	Repository
			Jniversitas Brav		Repository Universitas Brawijaya	Repository
44040			Jniversitas Brav	~ ~ ~	Repository Universitas Brawijaya	Repository
e p			Universitas Brav		Malang, November 21 st 2017	Repository
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There are >Digunakan bersama kata benda jamak (lebih dari satu) Example:

- There are a lot of trees in the forest

Thank You

- There are many vehicles on the road - There are three bicycles in the parking lot

Now, let's work on your worksheets...

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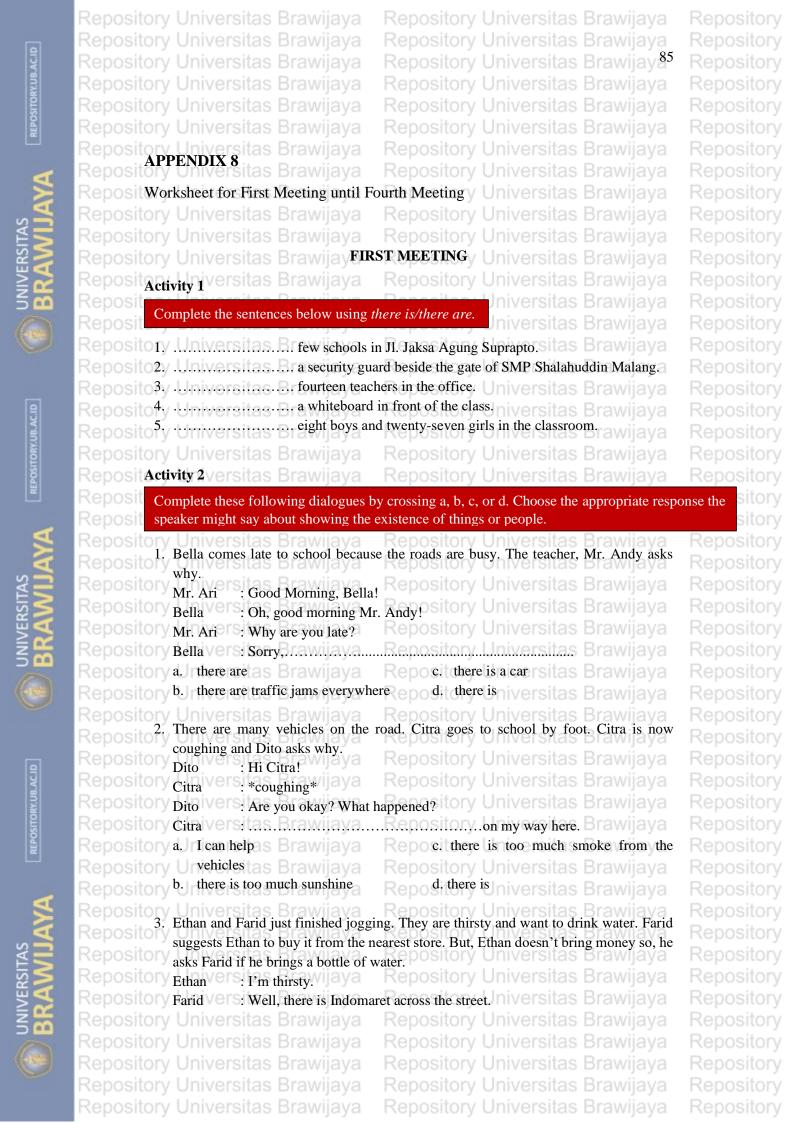
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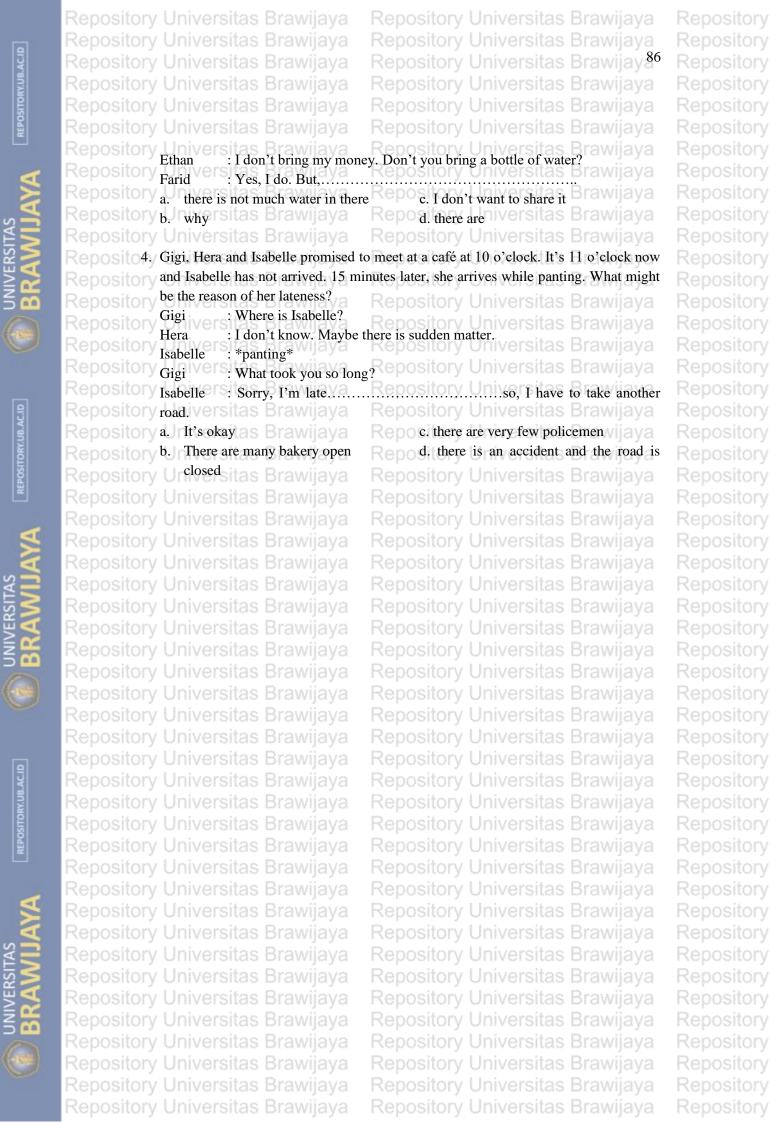
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Kian : Hi Liam! Repository Universitas Brawijaya	Repository	Universitas	Brawijaya	Repository
RepositLiamU: Hi Kian!as Brawijaya	Repository	Universitas	Brawijaya	Repository
Reposit Kian : Have you heard about Jake's	accident? Sitory	Universitas	Brawijaya	Repository
Reposition Universitas Brawia and Safe r Reposition : Yeah, our roads are not safe r	Repository	Universitas	Brawijaya	Repository
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Reposit Kian U: And there are many people w	ho cross the roads	stoniversitas	Brawijaya	Repository
Liam : Yes, that's why we need more	e zebra cross in o	ur roads.	Brawijaya	Repository
Kian : I agree, there aren't many zeb	Repository	Universitas	Diawijaya	Repository
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EXAMPLE 1 Liam \cup : I think we need more policem	too! There are	very few policen	ien around.	Repository
Kian : There is very much worry in a	our roads.	Universitas	Brawijaya	Repository
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	 Discuss the plot of the conversation Do not forget to use <i>there is/there</i> Use dictionary if needed 	n with your partner	Universitas Brawijava	Repository
	- Do not forget to use <i>there is/there</i>	are to show the ex	istence of things and people	Repository
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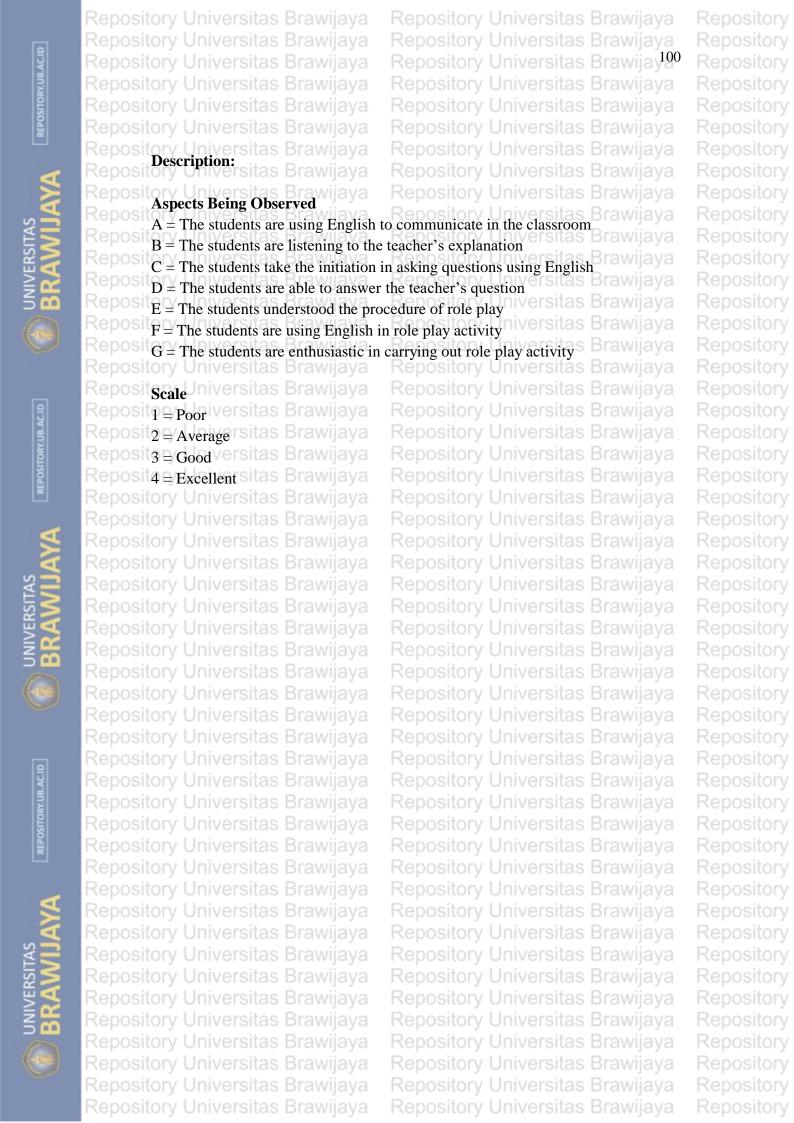
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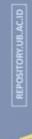






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Repository Universitas Brawijaya Repository Universitas Brawijav194 Repository Universitas Brawijaya Reposit Meetings / Cycle : 2 / 1 Repos Day / Date E: Tuesday / November 14th 2017 Reposit_{Time}Universitas B: 06.30-07.40 Repository Universitas Brawijaya Repository Universitas Repository Universitas VIII A Repository Universitas Brawijaya : VIII A Srawijaya Repository I In the second meeting, the researcher gave a review about material and Repository Universit activities being taught in the previous meeting. The researcher then encouraged the Reposit students to speak and ask in English so they will be familiar with it. The researcher Repos then distributed worksheets for the students to work on. One of the activities involved making a dialogue based on situation given. So, the students were asked to be in a group of two or three students. Most of the students had difficulties in Repository Universitas Brawijaya Repose exploring their ideas. They did not know where to start and the direction of the dialogue/conversation. So, the researcher helped them a lot. After they were done making dialogue, they were asked to do role play in front of the classroom. Repository Universitas Brawijaya Comment from the observer : Repository Universitas Brawijaya It is good that the students were encouraged to speak English. In this meeting, they Repository Universitas Brawijaya Repositive seemed ready to study because there were no distraction and most of the times the students took initiation to ask. However, the classroom became noisy because the situation given in the worksheet were not clear. The students still had difficulties in Reposition grasping the concept of role play and making dialogue. Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijav¹⁰⁵ Repository Universitas Brawijaya Repose Meetings / Cycle S =: 3 / 1 ava Day / Date : Monday / November 20th 2017 RepositTime Iniversitas B: 10.20-, 11.40 Repository Universitas Brawijaya RepositPlace Iniversitas B: VIII A va Repository Univ In the third meeting, the researcher gave a review about the activity from Universitas Braw Reposit the previous meeting. In this meeting, the researcher gave insight of the procedure Repository Universitas Brawijaya Repository Universitas Brawijaya Repost of role play the students about to do in the fourth meeting. Learned from the previous meeting, this time the researcher made a role play card with a clear Repositivitation and sequence of actions. But, the students were not allowed to choose UNIVERSITAS BRAWILI Repose which role play card they got. To support the process of teaching and learning, the researcher provide vocabulary list and even allowed the students to use dictionary to make a dialogue. After they finished making dialogue, the students discuss it Repository Universitas Brawijaya Repose with their group before coming in front of the class to do role play. Repository Universitas Brawijaya Repository Universitas Brawijaya Comment from the observer : Repository Universitas Brawijaya Repose The process of teaching and learning process in the third meeting looks neat. The Repository Universitas Brawijaya students did not get confused when making dialogues because the situation given were detailed and not ambiguous. The researcher took the English teacher's advice Repository Universitas Brawijaya Repository Universitas Brawijaya Repositivery well and applied in this meeting. Repository Universitas Brawijaya Repository Universitas Brawijaya

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Repository Universitas Brawijaya Repository Universitas Brawijava² Repository Universitas Brawijaya APPENDIX 14a Reposit The Result of Interview with the English Teacher V Universities Brawijava Repository Universitas Brawijaya Repository Universitas Brawijaya Repose Researcher : What do you think about the use of role play as teaching Repository Universitas Bistrategy? English Teacher : It was a good strategy to teach speaking. The process was Repository Universitas B fun and the students become actively involved. awijaya Repository Universitas Brawijaya Researcher : Do you think the use of role play improve the students' Repository Universitas Brspeaking ability? pository Universitas Brawijaya Repos English Teacher as E: Definitely, the students are now more comfortable to Repository Universitian B speak English eventhough sometimes they make mistake. They also can pronunce some words they couldn't before. Repository Universitas Brawijaya Repository Universitas Brawijaya Researcher Stas : Do you think the students got more motivated after the Repository Universitas Brawijaya Repository Universitas Brawijaya Reposit English Teacher as E: Yes, because they often asked to come in front of the class Repository Universitas Brawijaya now, they become more confident. Repository Universitas Brawijaya Repository Universitas Brawijava Reposi Researcher Stas B: Do you think role play should be implemented in the 3/3 Repository Universitas Brawijaya future especially in teaching speaking? Repository Universitas Brawijaya Reposit English Teacher as B: Yes, but it depends on the material. Is it as Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Reposi Researcher ersitas E: Then, do you have any comment or suggestion about the Repository Universitas B implementation of role play as teaching strategy? Repository Universitas Brawijaya Reposit English Teacher as E: Before implementing role play, it is important to know the students' characteristic and the classroom condition. By Repository Universitas B knowing it, it can minimize the problems that may arise Repository Universitas B during teaching and learning process. The teacher also va Repository Universitian B have to be creative. And from what I see, I think you are really creative. Repository Universitas Brawijaya Repository Universitas Bi Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya Repository Universitas Brawijaya

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APPENDIX 15

Berita Acara Bimbingan Skripsi



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145 Indonesia Telp. (0341) 575875 Fax. (0341) 575822 E-mail: fib_ub@ub.ac.id http://www.fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

- 1. Nama
- : Hera Rizky Safitri
- 2. NIM : 135110501111051
- 3. Program Studi : Pendidikan Bahasa Inggris 4. Topik Skripsi
 - : Pendidikan
- 5. Judul Skripsi : The Use of Role Play Strategy to Improve the Second Year Students Speaking Ability at SMP Shalahuddin Malang : 26 September 2016

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- 6. Tanggal Mengajukan
- 7. Tanggal Selesai Revisi : 20 Desember 2017
- 8. Nama Pembimbing
- 9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	26/09/2016	Pengajuan Judul	Frida Unsiah, M.Pd	
2.	10/10/2016	Persetujuan Judul	Frida Unsiah, M.Pd	C.
3.	07/11/2016	BAB I	Frida Unsiah, M.Pd	-VA
4.	21/11/2016	BABI	Frida Unsiah, M.Pd	A
5.	05/12/2016	BAB I	Frida Unsiah, M.Pd	Č.
6.	07/03/2017	BAB I & II	Frida Unsiah, M.Pd	a
7.	21/03/2017	BAB I & II	Frida Unsiah, M.Pd	A
8.	04/04/2017	BAB I & II	Frida Unsiah, M.Pd	(A)
9.	18/04/2017	BAB I, II, & III	Frida Unsiah, M.Pd	A
10.	02/05/2017	BAB I, II, & III	Frida Unsiah, M.Pd	G
11.	05/11/2017	Acc Sempro	Frida Unsiah, M.Pd	CA .
12.	10/11/2017	Seminar Proposal	Frida Unsiah, M.Pd	G

: Frida Unsiah, M.Pd

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	21/11/2017	BAB I, II, III, IV, V	Frida Unsiah, M.Pd
12.	22/11/2017	BAB I, II, III, IV, V	Frida Unsiah, M.Pd
14.	23/11/2017	BAB I, II, III, IV, V	Frida Unsiah, M.Pd
16.	24/11/2017	Acc Semhas	Frida Unsiah, M.Pd
17.	05/12/2017	Seminar Hasil	Frida Unsiah, M.Pd
18.	08/12/2017	Acc Ujian Skripsi	Frida Unsiah, M.Pd
19.	15/12/2017	Ujian Skripsi	Frida Unsiah, M.Pd
20.	20/12/2017	Acc Penjilidan Skripsi	Frida Unsiah, M.Pd
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10. Telah dievaluasi dan diuji dengan nilai :



Malang, 27 December 2017

Mengetahui,

Pembantu Dekan I Bidang Akademik



Dosen Pembimbing

Frida Unsiah, M.Pd NIK. 2012018102212001

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