

**IMPROVING STUDENTS' SPEAKING ABILITY USING
ROLE PLAY TECHNIQUE FOR THE ELEVENTH GRADERS
AT SMKN 1 BATU**

**(A Classroom Action Research in the Second Year Students of State
Vocational High School 1 Batu in the Academic Year 2015/2016)**

UNDERGRADUATE THESIS

BY

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

MALANG

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UNIVERSITAS BRAWIJAYA

Presented to:
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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
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MALANG

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ABSTRACT

Andianto, Anang. 2016. **Improving Students' Speaking Ability Using Role Play Technique for the Eleventh Graders at SMKN 1 Batu**. English Language Education Program, Universitas Brawijaya. Supervisor: Devinta Puspita Ratri, M. Pd.

Keywords: Speaking Ability, Role Play Technique

Since communication is an essential need for human being, learning language takes place as a bridge to interact with others. Reflecting to the phenomenon, speaking ability is the most frequently used to communicate. As an international language, the ability to speak English is needed especially for students to prepare for their future. However, the teaching of speaking in the classroom is still using the traditional approach such as reading aloud in front of the class and repetitive drills. Based on the preliminary study that was conducted at SMKN 1 Batu, especially in XI Fashion Boutique 2 class (XI BB2), most of students still found some difficulties in pronunciation, grammar, vocabulary, and confidence. Thus, the researcher proposed role play technique to improve students' speaking ability of XI BB2 students at SMKN 1 Batu.

This research used Classroom Action Research to cope with the students' problem related to the speaking ability. Through role play technique, the students are able to express their ideas, feelings, and thoughts in a particular role. Besides, some instruments were also used in this research to support the data collection which was conducted in one cycle. Those instruments were observation checklist, interview, test, questionnaire, and field notes.

From the result of this research, it was concluded that role play technique helped the students to cope with the speaking problem in English. It was supported by the accomplishment of the criteria of success. The improvement of the students' speaking ability also was seen from the final score in post-test, in this cycle the final score was 81% of the students could pass the standard minimum score. It's mean that 18 students from 22 students got more than 75 score as a criteria of success. Furthermore, role play technique could be an alternative way to improve students' speaking ability who have the similarity problems of speaking.

ABSTRAK

Andianto, Anang. 2016. **Improving Students' Speaking Ability Using Role Play Technique for The Eleventh Graders at Smkn 1 Batu.** Study Program of English Education, Universitas Brawijaya. Supervisor: Devinta Puspita Ratri, M. Pd.

Kata kunci : Keterampilan Berbicara, Teknik Bermain Peran

Di era global, berkomunikasi merupakan kebutuhan bagi setiap orang. Hal itu menyebabkan kedudukan pembelajaran bahasa sebagai pengantar komunikasi menjadi hal yang penting. Berdasarkan pada fenomena tersebut, kemampuan berbicara harus bias dikuasai oleh setiap orang untuk berkomunikasi. Sebagai Bahasa internasional, kemampuan berbicara dalam Bahasa Inggris sangat diperlukan bagi siswa untuk berkomunikasi dalam persaingan global. Namun, pembelajaran berbicara di kelas masih menggunakan pendekatan tradisional seperti membaca nyaring di depan kelas dan pengulangan kata-kata sulit. Berdasarkan pada studi awal dalam penelitian yang dilakukan peneliti di SMKN 1 Batu khususnya di kelas XI Busana Butik 2, banyak siswa yang masih mengalami kesulitan pada cara pengucapan, tatabahasa, kosa kata, dan percaya diri dalam Bahasa Inggris. Oleh karena itu, peneliti mengajukan teknik *role play* yang bertujuan untuk meningkatkan kemampuan berbicara siswa kelas XI BB2 SMKN 1 Batu.

Penelitian ini menggunakan penelitian tindakan kelas untuk mengatasi permasalahan siswa yang berkaitan dengan kemampuan berbicara. Melalui teknik *role play*, siswa mampu mengutarakan ide dan pendapatnya dalam sebuah peran. Beberapa instrument juga digunakan dalam penelitian ini untuk mendukung pengumpulan data yang dilakukan dalam satu siklus. Instrument tersebut yaitu, lembar observasi, wawancara, tes, kuesioner, dan catatan lapang.

Dari hasil penelitian yang diperoleh, dapat disimpulkan bahwa teknik *role play* dapat membantu siswa dalam mengatasi masalah berbicara Bahasa Inggris. Hal ini didukung oleh tercapainya kriteria kesuksesan yang dapat dilihat dari hasil akhir setiap tes, pada siklus ini terdapat 81% siswa yang mampu mencapai KKM. Yang artinya, 18 siswa mampu meraih nilai diatas 75 sebagai nilai standar kelulusan. Bagaimanapun, teknik *role play* dapat digunakan sebagai salah satu alternatif untuk meningkatkan kemampuan berbicara siswa dengan permasalahan berbicara yang sama.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, objectives of the study, significant of the study, and definition of key terms.

1.1 Background of the study

Speaking is one of four basic skills in learning foreign language besides listening, reading and writing. According to Richards (2008), Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of daily activities. When someone's speaking, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information, suggestions and comments to other through communication. In improving functions of speaking above, teaching speaking is necessary thing to develop student's ability specially in speaking skill. Speaking ability needs special treatment in the classroom's teaching and learning process in order to get more active to communicate using English.

Based on the researcher's experience during internship (*Praktek Pengalaman Lapangan: PPL*) in Grade XI Vocational Secondary Schools 1 (*Sekolah Menengah kejuruan 1: SMKN-1*) Batu, most of students think that speaking is very difficult to practice. When the teacher asks the students to express their opinions or their ideas, orally, most of them are afraid and ashamed.

Therefore, this is the reason why the students become lazy to take part in speaking

and then they get low score. They are confused how to say some words because of lack of vocabularies and confidence to speak out.

That is in line with the teacher's line statement that students of fashion boutique grade of XI, SMKN 1 BATU had difficulty in forming words become a sentence; it is hard for them to produce sound to convey their ideas, they have no strong confidence to stand up in the front of the class to speak English. Besides that, they need more vocabulary to support their English as a communication tool.

In the communication language teaching, Canale and Swain (1980) stated socio-linguistic competence is an importance knowledge that should be injected by teacher to students' communication competence. Socio-linguistic is the competence that concerned with the appropriateness of communication depending on the context including the participants and the rules for interaction. As role-play is one of the major categories of CLT (Richard & Rodgers, 1986), it can be used to promote the competence which is mentioned above. In conclusion, CLT is in line with role play that has advantage in improving speaking skill.

According to Richard & Rodgers in 1986 stated that The Communicative Language Teaching Approach (CLT) is a necessary teaching approach behind the use of role play to teach EFL. "CLT is generally regarded as an approach to language teaching" Larsen-Freeman, 2000; Richards and Rodgers, 2001. It is based on the theory that the main purpose of the language use is communication and it's the main goal therefore is for learner to develop communication competence (Hymes, 1972, Richards and Rodgers, 2001; Ying, 2010). In other

words, its goal is to make use of real-life situations that necessitate communication.

Based on some statements above, role play is good strategy to create teaching and learning process as natural as a real life situation. Utilizing the technique of drama, role-playing teaching is a holistic teaching method that is used to make the student think more creatively, builds emotions and moral values, and informs about factual data. Before the action of role play, students are given new vocabularies in the contexts to improve their vocabularies and confidents to speak out. According Herrell & Jordan (2011) stated role play is strategy used to encourage learners to make connections between their past experiences, the content currently being studied, and vocabulary is new or being used in an unfamiliar way. Students are introduced a vocabulary and given opportunity to discuss and use the vocabulary in context through role play. Furthermore, the role play technique is able to help the students to remember new vocabulary after they preforms with role play as in a real situation.

In the teaching speaking process, effective learning to improve the students' speaking capability is needed to deliver their idea spontaneously.

Sometime students feel ashamed to speak out in the front of the class. The students seem to be unmotivated toward English and inactive in the process of speaking activities. Those problems not only because of the students' personal factors but also the technique were used by the teacher in teaching the materials.

Teacher has to make speaking class in various activities, so students are able to speak in English Interestingly and communicatively. In order to make the students

strongly interested in the teaching and learning process of speaking activities, the teachers should use the most appropriate teaching technique which is suitable to the students' needs. English teachers should use an interesting teaching technique to teach the materials which is expected not only to improve students' ability in speaking English but also to make them feel fun and actively participated in the classroom. Utilization of drama becomes effective in this situation. Through the use of drama and dramatic conventions, a teacher not only conveys the facts and information of a subject, but can also portray a more vivid image of the reality.

Furthermore, there is a study is related to this research. That was carried out by Arianti (2011) at class VIII-1 SMP PGRI II Ciputat revealed that most of the students had low in speaking ability. This conclusion is based on the result of the pre-test which showed that only 4 or 11.11% students could pass the minimum passing grade that is 65, there were 32 were still below on the criteria of success (KKM), and average score of the class was 56.77. The result of Arianti's research told that the students braver and more confident to speak English actively and the result showed in the post-test 2, there is 32 students or 88.88% of the students obtained KKM score.

Based on the problems and statements of some theories above, present researcher is curious how role play improves students' speaking ability. In this research, the researcher chooses students of XI BB2 (fashion boutique) class at SMKN 1 Batu as a subject in the use of role play technique. The writer's expectation for students of vocational secondary school hopefully enjoy the

application of this strategy in teaching speaking and enhance their motivation to be interested in learning English.

1.2 Statement of the Problems

Based on the background of study above, the researcher put one statement of the problems. That is?

- How can role play technique improve students' speaking ability in the second grade of vocational secondary school?

1.3 The Objectives of the Study

Based on statement of the problems above, the objective of the study is:

- To figure out how can role play improve students' speaking ability in second grade of vocational secondary school.

1.4 Significant of the Study

From the result of this research, the study is expected that can be useful in terms of:

1. For the teacher

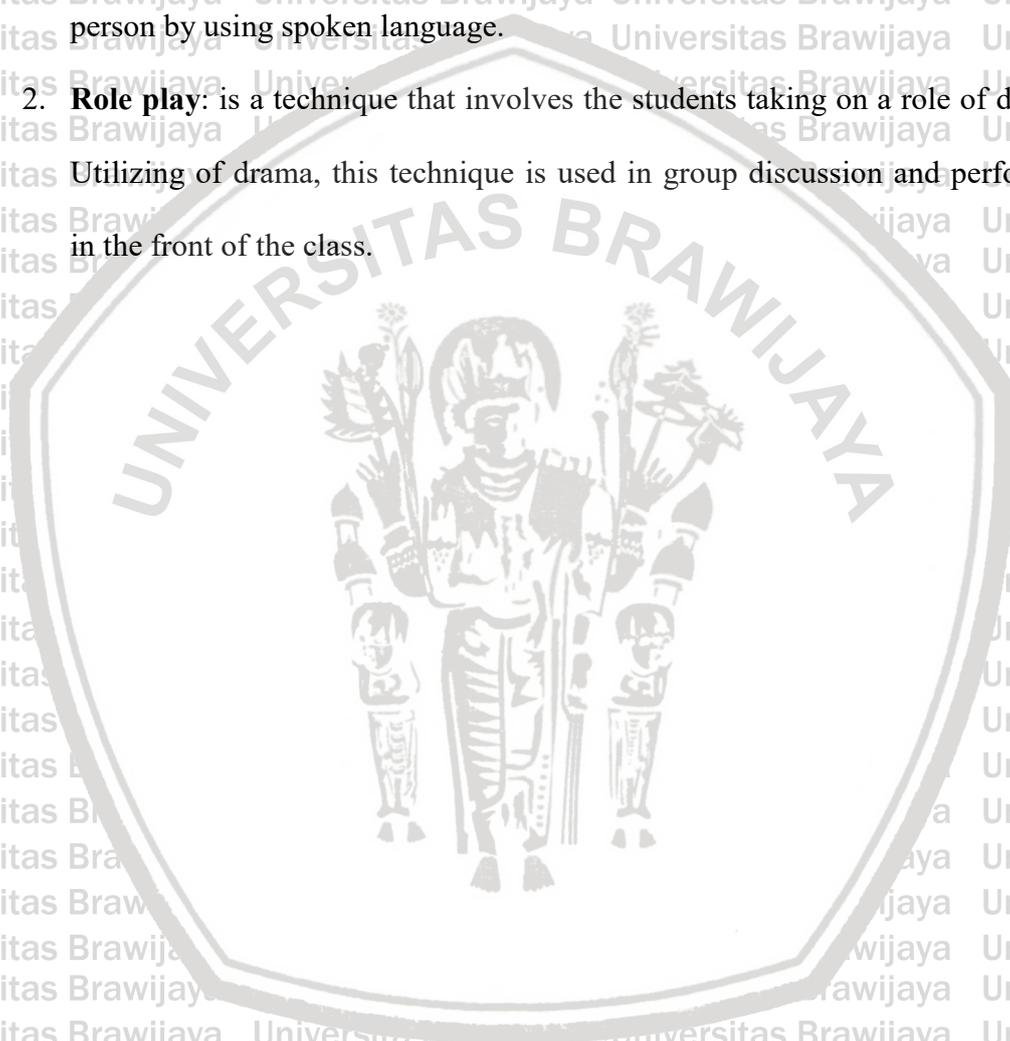
The result of this research gives alternative solution to solve similar speaking problems.

2. For the next researcher

For upcoming researcher, the result of the study can use as additional reference for further research.

1.5 Definition of Keyterms

1. **Speaking ability:** is the ability to produce sound or word as a tool to deliver the meaning and idea to other person in the form of spoken language. In the other words, Speaking is a tool to communicate from someone to another person by using spoken language.
2. **Role play:** is a technique that involves the students taking on a role of drama. Utilizing of drama, this technique is used in group discussion and performed in the front of the class.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theoretical frameworks and the previous studies that used in this research. The theories and the previous study will be references for the researcher to complete this research.

2.1 The Teaching of Speaking

Speaking skill is the necessary skill which focuses on the communication language teaching that is used in various functions as the researcher wrote in the chapter one. Jones (1989), states that speaking is form of communication, so it is important that what they say is conveyed in the most effective way. How they say is something can be as important as what they say in getting meaning across.

Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Writer has found several theories from some resources about definition of speaking as follow: Chaney (1998) stated that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts". Byrne (1998) also said that, "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding".

Speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological,

physiological (articulator) and physical (acoustic) stags (Oxford Advanced Dictionary, 1995).

According to Bygate (1997), “speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle pas excellent of social solidarity, of social ranking, of professional advancement and of business”.

It indicates that as one of language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, in the Donough and Shaw (2003) define, “there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking”. Therefore, as language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our mind.

Based on the previous definition above, it can be defined that speaking is the process to pronounce vocal as a symbol to convey information, knowledge, idea, or opinion to other person. Moreover, speaking is connected to another person as listener in order of conversation because speaking involved speaker and listener.

2.1.1 The elements of Speaking

Just like other abilities, speaking is complex. Teaching students speak a second language is not easy. It needs a hard work and along process. Harris (1969), states that at least there are five components in speaking:

1. Pronunciation

As stated by Harmer (2007), if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker should be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, in the second language learners are faced problems on the distinguishing between sounds in the new language that do not exist in languages which they already know.

2. Grammar

In speaking word order, it is necessary to know a certain how to the grammar and vocabulary utility (Bygate, 1997). Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences (Fromkin and Rodman, 1998). Therefore, grammar is very important in the word order to be able speak English as well.

3. Vocabulary

Vocabulary is basic element in language. In the other word, vocabulary is a tool to produce sentence in the word by word. According to Folse (2004), vocabulary is single words, set phrases, variable phrases, phrasal verbs, and

idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4. Fluency

In the simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001). Meanwhile, according to Gower et-al (1995), fluency can be thought of as “the ability to keep going when speaking spontaneously”. When speaking fluently students should be able to get message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

5. Comprehension

The last element in the speaking is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or the knowledge of what a situation is really like. There are some strategies for maximizing comprehension skills that cover activating and connecting prior knowledge, concept development and provide modeling for Students (Kintsch, 1999).

2.1.2 Teaching Speaking

Speaking skill should be taught and practiced in the learning and teaching process in the classroom. Speaking ability needs special treatment in the classroom's teaching and learning process to get more active with English as communication. But in reality, many English teachers still spend the majority of class time on reading and writing activity. This case makes teaching and learning

speaking in the classroom is getting low. As the result, the students do not obtain the speaking ability actively. The teacher should give the students more opportunities in speaking and create the good situation for them to support the exploration of students' speaking skill. Based on the statement above, there must be a good balance between four basis skill of english to practice in classroom.

Therefore, some researchers and experts have tried to assign the notion of teaching speaking. Nunan (2003) who has clarified it as to teach English language learners to:

- produce the English speech sounds and sound patterns;
- use words and sentence stress, intonation patterns and the rhythm of the second language;
- select appropriate words and sentences according to the proper social settings situation and subject matter;
- organize their thoughts in a meaningful and logical sequence;
- use language as a means of expressing values and judgments, and
- use the language quickly and confidently.

Therefore, it is essential that language teacher pay great attention in teaching speaking ability so that the teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking. O'Malley and Pierce (1996) said that speaking is an important skill that the learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability

of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

The goal of teaching speaking skills is to improve communicative skill of the students. They must try to avoid confusion which caused of making some mistake in pronunciation, grammar, or vocabulary. Because this is the way students can express themselves and learn how to follow the social and cultural values or rules conditionally in each communicative situation. While, Ur (1996) said that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. According to Harmer (1998) the aim of teaching speaking is to train students for communication. Add to, Mabrouk (2003) supported that by saying, "students should be able to make themselves understood, using their current proficiency to the fullest". Furthermore, Lawtie (2004) asserted that "the success of learning language is measured in terms of the ability to carry out a conversation in the target language".

2.2 Role Play

Many experts have different opinion in defining role play. The following are some definition about role play from different point of view.

Ur (1981) stated, "Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of verbal interaction". Here, the students are expected to be able make communication more freely if they have a role to hide behind.

According to Gower et-al (2005), stated that role play as:

A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context.

Meanwhile according to Revell (1994), "role play defined as an individual's spontaneous behavior reacting to others in a hypothetical situation.

The essential core of the activity is understanding the situation of another person, and to do this well the 'player' needs to come to grips with the other participants' roles, not just his own". It can be illustrated that role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situations to theirs.

The writer concludes that role play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real life situation so the students know the functions of English in real life.

Ladousse (1997) viewed that there are several types of role in role play:

- a) The first is the roles which correspond to a real need in the students' lives.

In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.

- b) The second type of role is the students play themselves in a variety of situations, which many or may not have direct experience. The example,

which include in this category is a customer complaining or passengers asking for information.

c) The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.

d) The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

In summary, the overall aim of those types of role is very similar to train students to deal with the unpredictable nature of language.

According to Littewood as stated in Revel (1994), there are five categories of role play, they are:

- a. Inherent roles, such as sex or age roles.
- b. Ascribed roles, such as class or nationality.
- c. Acquired roles, one's job, for example.
- d. Actional role, such as patient, a coach traveler, or a client in a restaurant, all of which occur in the course of our active life and which are temporary.
- e. Functional role, such as offering help or expressing regret.

For learners, actional and functional roles will be of most use. There is a common core of actional roles which most learners must be perform creatively, such as asking for directions or buying a newspaper.

Meanwhile in functional roles, learners enter into many different situations

and because of this; a large amount of time should be devoted to their practice.

In this research, the researcher offers the teaching and learning in order to improve students' speaking ability in speaking as transaction. Speaking as transaction refers to situation where focus is on the message about what is said in order to make people understood clearly. The researcher will apply this technique in a group discussion and brings the students' drama as a real activity in the front of the class.

2.2.1 Techniques to Control Role Play

Littlewood in 1981 proposed four techniques may use by the teachers in control role play in their class. Those are:

- a. Role play controlled through cued dialogue
- b. Role play controlled through cues and information
- c. Role play controlled through situation and goals
- d. Role play in the form of debate or discussion

In this study, the writer will conduct role play through situation and goal in order to stimulate students to be more active and creative to use their own sentences.

2.2.2 The Purpose of Role Play

Role playing (dramatization) helps to bring the language to life and to give the learners some experiences of its use as a means of communication (Ladousse, 1997). Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience

in using the language they have learned, and the experience is good for remembering what they have learned.

Hence, the writer concludes the goal of teaching speaking is similar to the goal role play technique that is communication. It means role play can be applied in teaching speaking and it can help students in improving their speaking skill.

2.2.3 The Significance of Role Play

It has been mentioned before that role play is one of the activities which are particularly suitable for practicing the sociocultural variations in speech acts, such as a complimenting, complaining, and the like. According to Ladousse, (1997), role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Even, role play helps many shy learners by providing mask. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Based on that statement, the writer assumes that role play gives many advantages: such as improving students' speaking ability, motivating them to practice their English, and the most important one is the students feel fun in learning English because role play is also a kind of game.

2.3 Teaching Speaking Using Role Play

Using role play as one of teaching techniques can make the students develop their language and ideas. Teaching speaking using role play can be delivered in some ways. According to Byrne (1982) role play is divided into two parts as follows:

2.3.1 Scripted Role Play

Scripted role play is given in the form of dialogue text or reading text presented by students in a spoken language. By using scripted role play, students are helped to memorize and easy to understand the flow of the role play itself. It supports students to avoid the lower anxiety and builds confidence in the ability to communicate in English. The topic chosen should make students communicate each other (Ceranic, 2011). So, the teacher can identify or create opportunities for verbal interaction from the students. The script is not always provided from the text book, but teachers can also make it by themselves, such as taken from TV show, music, or environment. Besides, the script engages the students in role play so it helps them to understand the situation in which the script is appropriate and practiced as well.

2.3.2 Unscripted Role Play

Unscripted role play is well known with the improvisation without considering the text or the scenario. The player should determine whether what and how they will act based on the situation given. Therefore, it needs more preparation before doing the role play. The teachers can lead the class with the material discussion and let the students try their own role play privately before practicing in front of the class.

2.4 Previous studies

The researcher found previous studies to take some analysis as a reference to complete this research. The first, previous study is Using Role Play in Improving Students' Speaking Ability (A Classroom Action Research in the

Second Year Students at VIII, 1 Class of SMP PGRI II Ciputat) by: Sari Arianti
form Syarif Hidayatullah State Islamic University of Jakarta. The Classroom
Action Research was used in her thesis with 2 cycles in her action to obtain the
criteria of success. Techniques of collecting data in this research using qualitative
data (observation) and quantitative data (questionnaire, pre-test, and post-test). In
this research, the role play showed the successfulness technique in improving
student's ability because in the second cycle this technique was able to reach the
criteria of success. The criteria of success are 75% from the students to be able to
obtain the KKM (Kriteria Ketuntasan Minimal) is 65. The results of this research
are; first from the test, there is 4 students or 11.11% of the students have obtained
the KKM score. From the post-test 1, there is 13 students or 36.11% of the
students obtained the KKM score. And then in the posttest 2, there is 32 students
or 88.88% of the students obtained KKM score. The second was based from
observation, from the result of this research told that the students braver and more
confident to speak English actively. The third, based from the questionnaire
showed that the students' respond for teacher's professionalism and their
interaction to role play technique is 75.00% and 78.57%.

Regarding with the first previous study above, the researcher conducted
this research with the same strategy that is focus on the student's speaking ability
using role play technique. The result accumulation the researcher is using same
technique which was used by previous study above. The differences between this
research and Arianti's research are the object, the participants and also criteria of
success (KKM). This researcher will be conducted in SMKN 1 Batu with XIBB2

(fashion boutique) class as the object. The classroom action research will be used in this class which has 22 female students. Based on preliminary study, researcher puts minimum score about 75 which is different with previous study that was 65.

Second study which is put by the researcher from Kadek Ayu Nopiani whom conducted the research in SMPN 1 PAYANGAN entitled Teaching Speaking Skill through Role Play to The Seventh Grade Students of Smp Negeri 1 Payangan in Academic Year 2013/2014. The students' improvement in speaking skill could be seen clearly by comparing the students' mean score of the pre-test, post-test in cycle I and posttest of cycle II. The mean score of the initial reflection or pre-test was 53.54; furthermore, it showed that the pre-existing speaking skill of the subjects under study was still low. After the treatment was given, the grand mean of the reflection or post-test score in cycle I was 72.58. The established mean figure was obviously higher than the mean figure of the pre-test score. It showed the students' improvement in speaking skill after the treatment was given.

According to previous studies, researcher wants to know how the role play is able to increase the student's speaking ability. Regarding to second previous study, differences are showed in the object, participants and criteria study. The first difference is this study was treated for 1st junior high school which have speaking problem at SMPN 1 PAYANGAN. Second, the participant was taken about 31 students consist of 14 females and 17 males. The third is about criteria of success which was taken by Ayu Nopian is about 72. Therefore, this research was ended when 80% of the students' score was 72 in speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research design that consists of preliminary study, design of the study, criteria of success, data sources, method of collecting data and data analysis.

3.1 The Method of Research

The method that used in this study is Classroom Action Research (CAR) method which derived from the root an action research. Because this method is going to be occur in the class room frame.

Based from Hammersley (1993) stated action research as following:

“Action research is a form of self – reflective enquiry undertaken by participants a social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out”. From statements above, it is clear that classroom action research is evaluative and reflective as it aims to bring about change and improvement in practice.

According to Michael J. Wallace (2006), CAR is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that to begin the CAR, the researcher or the teacher need to identify and investigate problems before moving into the actions.

Another expert, Burns (1999) says "Action research functions best when it is co-operative action research. Co-operative action research has the concomitants of beneficial effects for workers, and the improvement of the services, conditions, and the functions of the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, pupils, and certain community personnel, while the quality of teaching and learning is in the process of being improved". From the statements above, we can conclude that in the scope of education, Classroom Action Research is one to improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel. Furthermore, it will give the better results when it's done collaboratively.

Based on the statement above, Classroom Action Research is method that used to solve the classroom problems, it first overcome diagnose problems in learning activity in the class. It might be essential to improve the quality of teachers, administrators, students, the teaching learning process, and certain community personnel. Furthermore, it will give the better results when it's done collaboratively of teaching learning process in education.

3.2 The Subject and the Object of Study

The subject of the research is the second grade students of SMKN 1 Batu, Malang especially in XIBB2 class. The total numbers of students are 22 female students.

3.3 The Writer's Role on the Study

The role of the writer was an English teacher who gave the students material about role play, created the instrument such as; lesson plan, assessment, and the gave students' test before CAR (pre-test) or after CAR (post-test) in final cycle. The role of collaborative was necessary thing in this research to observe student's activity during teaching and learning process. The researcher set up Khoirul Umah, S.Pd as a collaborator, she is an English teacher at SMKN 1 Batu especially teaches at XI clothing boutique² class.

3.4 The Time and Place of the Study

This research was conducted for a month started on 20 April up to 20 May 2016. The place was taken in second grade of clothing boutique² class, SMKN 1 Batu academic year 2015/2016.

3.5 Preliminary Study

Preliminary study was conducted before the research is conducted. The researcher conducted a preliminary study to deal with the subject of the research on April 28, 2016 in XI BB2 (Clothing Boutique) at SMKN 1 Batu. In this preliminary study, researcher intended to find out data including student's problems in learning English, student's characteristics, teaching technique that was used by teacher, and also the students' speaking score before they would be taught using role play. It was also supported by some instruments, such as interview, class observation, questionnaire, and pre-test. Here, the researcher discussed the result of preliminary study.

3.5.1 Interview Guide for Teacher

Before doing the implementation of this study, the researcher did interview with the English teacher to know about the main problems that faced by the students specially in speaking. The interview was held on April 28, 2016 at SMKN 1 Batu. After the appointment agreed, the researcher met her and did the interview. The questions were about the class condition, the students' problems in learning English especially in speaking, and the teaching technique which was applied by the teacher to teach speaking.

Dealing with the class condition, Mrs. Umah said that she had been teaching 2 classes XI grade. Thus, she suggested the researcher to take the XI BB² class because the students in that class needed more attention in learning English. Some of them lacked of vocabulary mastery and had difficulty in pronouncing word appropriately. Therefore, the researcher proposed to do the research in this class to overcome the speaking problems faced by XI BB² students which were held on Thursday and Saturday.

This interview consists of 12 questions. Question number 1-3 discussed about the implementation of English language learning in the classroom, question 4-6 will discuss about students' speaking ability and the difficulties that is faced by the students in English learning, the question number 7-8 discussed about the process of teaching speaking in the classroom, the question number 9-10 discussed about the use of English in teaching and learning process, and the last questions those are 11-12 will discuss about teaching speaking in the classroom.

See the interview guide for the teacher (Appendix 3) and (Appendix 4) to see the result.

3.5.2 Class Observation

Class observation was needed in a research in order to know the factual condition within the classroom about teaching and learning process which was done by the teacher. It was also important for researcher to know how the students' responses toward teacher explanation. The observation was done by researcher on April 28th 2016 in XI BB² at 11.30 – 12.50. At the time, during the class, the English teacher was reviewing the material about expressing invitation by giving questions and answer in the group challenge where the class divided into 5 groups. she gave the students sample of how to invite someone and she used to ask the student to response that sentence. In this teaching activity, it was clearly shown that the only active students answered the questions given by the teacher, while the rest of them only kept silent when their friends tried to answer it. However, the teacher tried to ask the students who rarely speak to answer the given question, but in fact, the students who were able to answer would help them.

The teaching technique in this type was a basic problem for the students to acquire and understand the use of oral English. The lack opportunity of the students whose vocabulary was limited would make them hard to cope with English especially for speaking.

3.5.3 Questionnaire for the Students

This main function the questionnaire is to know about the students' motivation, difficulties, and students' interactions before the strategy is implemented. The questionnaire was given to students on April 30th 2016 after the researcher did a pre-test. Questionnaire itself consists of 6 questions. (Appendix 5) and see (appendix 6) to see the result.

3.5.4 Pre-test

After the researcher found the exact problems faced by the students at SMKN 1 Batu especially in XI BB² class, the next step was giving the pre-test to know the students' score in speaking before implementing the technique. It was held on April 30th 2016 based on the agreement with the English teacher to take his time to conduct the pre-test. The pre-test was done in the form of students' performance with the scripts from the researcher. The researcher gave the script on april 28th 2016 and explained the instruction that should be done, such as the students should pay attention on their pronunciation, fluency, grammar, intonation, and self-confidence. They might practice it with their partner at home. The score was taken directly which based on the speaking scoring rubric as the guidance. From the pre-test result score, it is showed that the students' speaking ability was not so good (see appendix 7). The researcher already highlighted the students who already reached the minimum standard score.

After collecting the score from the pre-test, the researcher calculated the students who passed the minimum standard score in the percentage form by using the following formula:

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

$$P = \frac{9}{22} \times 100\%$$

$$P = 40,90\%$$

From the pre-test result, the data showed that there were nine students or 40,90% who passed the minimum standard score calculated by the rater A and the rater B showed were 36.36% students or 8 students passed minimum standard score. By analyzing the result of pre-test, it can be concluded that most of the students at XI BB² class had difficulties to improve the speaking ability. So, researcher proposed the role play technique to solve the problems which faced by students in speaking ability by conducting classroom action research.

3.6 Research Design

There are many ways to improve the teaching and learning process to cope with the problem that might appear in the classroom. Many teachers do personal reflection on teaching that they look back at what has worked and has not worked in the classroom and think about how they can change their teaching techniques to improve the teaching and learning. This strategy is called classroom action research (CAR) which directly focuses on the problems or questions about their own classroom. As Hopkins (2002, as cited in Costello, 2003) suggests:

“Action research combines a substantive act with a research procedure; the action disciplined by enquire; a personal attempt

at understanding while engage in process of improvement and reform.”

From Hopkins' statement above, it can be concluded that action research is the term which describes the integration of a particular action plan and research to develop an understanding of the implementation. CAR is aimed to find a solution that is found in the classroom. Besides, action research provides the alternative ways of educational questions to examine the practices. In the case, the researcher proposed to choose CAR as an alternative way to solve students' problems specially on the speaking through role play technique at SMKN 1 Batu.

CAR is usually conducted in several cycle, while each of a cycle will be repeated if the result of the first cycle does not reach the criteria of success. So, the research will be stopped whether the students have passed the criteria of success.

The cycle of classroom action research involves four main stages.

According to Lewin on Mcniff (1995) action research is described as a spiral step which each step has four stages namely planning, acting, observing and reflecting.

This research also consists of four stages on each steps, including designing lesson plan (planning), implementation of teaching technique that is used and taking students' posttest (acting), collecting data during teaching and learning process (observing), revising some steps that indicate students' difficulties based on the observing to be used in the next meeting, and deciding whether the result of post-test meets criteria of success or not (reflecting). The diagram below explains how to deal with classroom action research based on Kurt Lewin's theory.

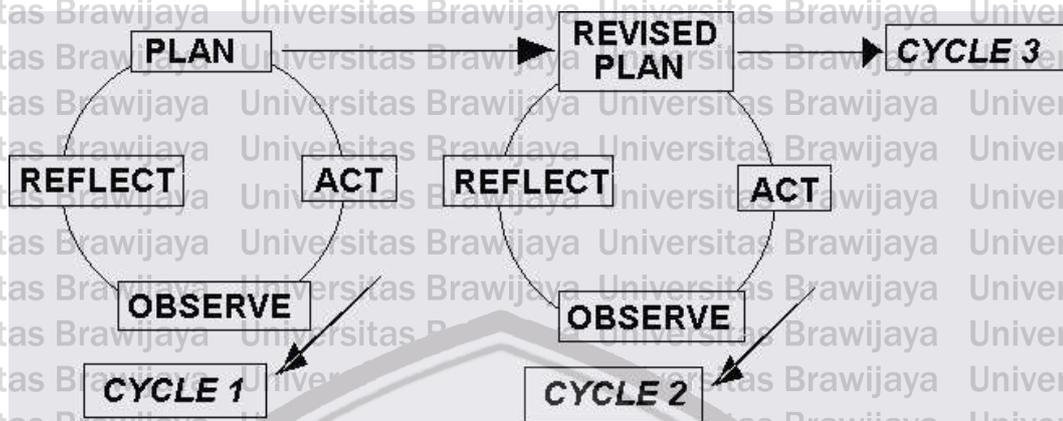


Figure 3.6
The cycle form based on Lewinin (McNiff, 1992)

From the figure 3.6 above, the researcher would like to explain every phase base on the cycle order above:

a. Planning

In this phase, the researcher designed the instruments that were used during the implementation of the classroom action research to teach speaking using role play technique. Researcher conducts one cycle of classroom action research which consists of three meetings. After finding the students' problems in learning and deciding teaching technique that is used, researcher begins to prepare some activities, materials, and teaching objective in the form of lesson plan (see appendix 8). It is continued by preparing teaching media that is needed in teaching role play such as dialogues and also planning the assessment of students' speaking skill.

b. Acting

Lesson plan that has been made in the planning is applied in teaching and learning process. In acting, researcher was collaborated with the English teacher

and researcher's partner as observer during teaching and learning process. The researcher did this research consists of three meetings in one cycle.

In the first meeting, researcher planned to have several steps of teaching and learning process. First, researcher prepares dialogues and material that is discussed. Second, researcher did vocabulary building and pronunciation drilling to make students easier to create their own dialogue, researcher begun to apply role play. Third meeting, students performed role play as a test after implementation. It started with giving the students topic for expressing invitation and giving example to play role play with teacher's partner. After the students felt confident about material and instruction, students were divided into seven groups and each group consisted of 3 students while the last group consisted of 4 students. The researcher asked all the groups to create their own dialogue based on the examples that's given by researcher. To make dialogues balance between student in each groups, the researcher checked every dialogue which students have made before they practiced it in the front of class.

In the second meeting, researcher asked each group to perform role play as an instruction in the first meeting. Before they perform role play, researcher reviewed briefly about the topic that we discuss about. The researcher also put table below to explain teaching and learning phase on the cycle:

Teaching Scenario

Meeting	Steps
Meeting 1	1) Explaining <i>expressing invitation</i> as a material
	2) Give expression, grammar and vocabulary needed
	3) Explaining role play strategy

	4) Divide students into 7 groups, each group consist of 3 students and 4 students
	5) The students create their own dialogue of expressing invitation
Meeting 2	1) Researcher is reviewing the material what was discussed about in first meeting
	2) Students perform in the font of the class using role play technique
	3) After group 1-7 have done to perform, researcher evaluating the performance
	4) Researcher gives role play transcripts to each group
Meeting 3	1) Giving post test

c. Observation

In this phase, researcher with the help of collaborators collected the data during teaching and learning process which were focused on students' speaking skills' improvement that was indicated by their understanding, focus on the lesson, and participation to teacher's explanation. This observation was useful for the next meeting of acting. Researcher payed attention on the difficulties and improvements that were faced by students when role play was implemented in the classroom. It was aimed to know what aspects that should be revised in the next meeting.

d. Reflecting

Reflection was done by discussing with the collaborator. The researcher analyzed the problem and find out the alternative decision of problem solving. A reflection was the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that were probably made to get the final goals of the research (Hopkins, 1993).

The results of the practices were scored based on the scoring rubric that was adapted from Mill (2009) as follows;

Table 3.5.1 Scoring rubric of speaking

Categories	Score	Description
Pronunciation	5	Has view traces as foreign action
	4	Always intelligible, through one is conscious of a definite action
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
	1	Pronunciation problems. So severe as to make speech virtually unintelligible
Grammar	5	Make view (if any) noticeable error of Grammar or word order
	4	Occasionally makes grammatical and or word order error which do not, however, obscure meaning
	3	Makes frequent error of grammar and word order, occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, often rephrase sentence and or restrict himself to basic patterns
	1	Error in grammar and word order so severe as to make speech virtually unintelligible vocabulary
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker
	4	Sometimes uses in appropriate terms and or must rephrase ideas because of inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because in adequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slight effected by language problems
	3	Speed and fluency are rather strongly effective by language problems
	2	Usually hesitant, often forced in to silence by

		language limitation
	1	Speech is as halting and fragmentary as to make conversation virtually impossible
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.
	1	Cannot be said to understand even simple conversation English

3.7 Technique of Collecting the Data

To support the research, researcher needed to collect data. There were several ways to collect data like questionnaire, observation checklist, field notes, interview, documentation, and test. In this research, the researcher chose some of them which were appropriate to be used. As this research focused on the students' improvement, researcher used speaking's test for students, questionnaire for students, interview guide for English teacher, observation checklist and field note as the instruments. The completely explanation as follows:

3.7.1 Interview

The interview was applied by the researcher for the English teacher (see appendix 4). The interview has been conducted by using guidelines to do the research. Interview is used by the interviewer to get information of some situation such as the variable data of students' background (Arikunto, 2006). The researcher would do interview with the English teacher to know about the main problems that faced by the students specially in speaking.

3.7.2 Observation

The first instrument that the researcher used was the observation. It was used to document students' academic and affective behaviors both in the classroom and during activities outside of the classroom (Taylor & Nolen, 2005 as cited in Brantley 2007). Besides, the purpose of engaging in the observation is to capture the students' actual performance as they are engaged in a task.

Observation was conducted to get information about the real condition in teaching learning activity including the process occur, teacher's performance, and students' responses in speaking activity, such as pronunciation, vocabulary, grammar and their braveries to speak up in front of the class. The researcher has done the class observation in the preliminary study to get the factual situation in classroom before implementing the research. The other observation has done in the form of observation checklist that has filled by the observer. It was divided into two kinds, observation checklist form for meeting 1 and meeting 2 (see appendix 9) and observation checklist form for post-test (see appendix 10). The checklist covered some teaching components, such as lesson plan, material, speaking activity, instructional process, students' participation toward teaching and learning process, and role play activity.

3.7.3 Questionnaire

Hopkins (2008) mentioned that the main use of questionnaire in classroom action research is to obtain quantitative responds to specific questions. The questionnaires in this research were given to students. There were two kinds of questionnaires that were distributed to the students. At first, questionnaires were

given to indicate the students' main problem in learning English (see appendix 5).

The other questionnaires were given at the end of the cycle in the form of multiple choices (see appendix 12) which indicated students respond toward teaching and learning activities.

3.7.4 Test

Testing is a number measuring a person ability, knowledge, or performance in a given domain (Brown, 2001). In this researcher used two tests, those were pre-test and post-test. The speaking test was aimed to find out students' achievement before and after given treatment. In the preliminary study, the tests were given to know students' speaking problems based on the score that they get. Post-test was given by researcher after role play have has been implemented to know student improvement or not. The both of pre-test and post-test, researcher used transcripts dialogue that was given to each group. In the class, the students were divide into seven group consists of 3 students and the last group consists of 4 students. The result of the test can be analyzed using scoring rubric. The researcher and observer gave score on fluency, pronunciation, vocabulary, grammar, and comprehension.

3.7.5 Field Note

The field notes were applied by the researcher to record the detail of the was information about the implementation of the study in the class (see appendix 13). Field note ideally should be written after the teaching and learning process are held (Hopkins, 2008). It was applied to know the good response from the students and the teacher and think to prepare for the next meeting. The

researcher's partner recorded atmosphere of the classroom, setting of the class, and students activities during the teaching and learning process of speaking through role play technique.

3.8 The Technique of Data Analysis

After collecting the data, it came up to analyzing the data which were obtained. Bogdan and Biklen (1992) mentioned that data analysis involves working with data, organizing them, classifying them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learnt and deciding what will researcher tells to the others. Related to the title, the researcher intended to find out whether there was improvement after the students are taught using role play or not. The steps of the data analysis are:

1. The researcher conducted pre-test to take the score of students' speaking skill before implementing role play.
2. After role play has been implemented in teaching speaking, researcher conducts post-test to know whether there are improvements on students' speaking score or not.
3. Researcher gives scores on the result of students' speaking performance at pretest and posttest based on scoring rubric that has been made, and find the mean of it. The mean score is given by two raters and compare it to know deviation score between rater A and rater B.

$$\text{Mean of students' score} = \frac{\text{total score}}{\text{Number of students}}$$
4. After that, the researcher compares the students' mean scores on pretest and posttest to know the students' improvement after giving treatment.

5. Examining individual students' score to know whether it meets the criteria of success or not. Researcher counts how many students that can pass standard score of English lesson which is 75. Then, it is converted in the form of percentage.

$$\text{Percentage} = \frac{\text{Total students who pass standard score}}{\text{Total students}} \times 100\%$$

6. The last step is making its report in descriptive analyze form. The researcher gives information using words description to show the improvement of students' speaking performance in dialogue text. In this phase, researcher decides whether the study is successful.

3.9 The Criteria of Success

Based on the agreement between researcher and the teacher SMKN 1 Batu, the minimum score which was considered to be the minimum standard score of English mastery was 75. Furthermore, the research would be successful if 75% of all subjects could obtain the Minimum Mastery Criterion (KKM) score of 75 in SMKN 1 Batu after they were taught by role play technique in speaking activity.

It meant that the present classroom action research would be stopped if 16 subjects out of 22 subjects could achieve the minimum passing grade (KKM).

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the data obtained the class action research. The data includes the research finding in first, second, and third meetings. This chapter also provides the result of post-test from the implementation of role play technique in teaching of speaking.

4.1 Finding

After conducting the research in eleventh grade of fashion boutique 2 class (XI BB2) of SMKN 1 Batu that concerned about improving students' speaking ability through role play technique, the researcher obtained the findings that were found during the implementation of the technique. The researcher implemented the technique in a classroom action research that has been done on May 5th until May 12th 2016 where the English subject is held 2 times in a week. The class consisted of 22 students which only girl students who learn in the class. In the findings, it presents the result of the research includes the implementing and observing the action, findings on the students' speaking performance, and reflecting the action based on the research instrument result includes observation checklist, test, questionnaire, and field note. The data of the research findings described in every phase as in the following explanation.

4.1.1 Finding of Cycle I

1. Planning

In this phase, the researcher designed the instruments that were used during the implementation of the classroom action research to teach speaking using role play technique. The first instrument was lesson plan (see appendix 8) that has been arranged by the researcher and also consulted with the English teacher. The lesson plan also based under module which was given by real teacher. Besides that, the researcher also prepared the teaching media which was power point presentation to deliver the material, observation checklist that has been done by the observer, field notes by the researcher, and the script that was used for role play as the post-test in the last meeting of cycle I.

2. Acting

The researcher implemented the action in the cycle I using role play technique and it had been conducted on May 5th – 12th 2016. Here, the researcher who took role as the English teacher expected to be able to reach the goal to improve students speaking ability in XIBB2 (boutique fashion) class students. As the detail, the researcher presented in the following actions:

a. First meeting (Thursday, May 5th 2016)

The researcher started the class by greeting and asking the students' condition continued by checking students' attendance. The researcher also introduced himself before giving the material. The material that had been delivered was about expressing invitation. Because of the material had been

explained by the English teacher in the previous week, so the researcher just took the review material using power point presentation and show it through LCD. The students were asked by researcher to practice in pairs about the material which showed in LCD and the researcher drilled their speaking. As it was almost the last period, most of the students were tired to start the activity. Then, the teacher-researcher asked them to pay attention and start the lesson. He told the students that they would get a new method to use in learning English especially in speaking and the students curious what it was.

After they appeared to understand with expressing invitation, the researcher started to introduce the role play technique. Researcher tried to practice role play in front of the class with researcher's partner which was provided on the dialogue at English textbook. Then it was continued by the students' turn to practice the provided role play in textbook. The researcher reminded the students to pay attention on their pronunciation and expression. The researcher also moved around the class to make sure the students were pay attention and help their difficulties to speak. Before the meeting ended, the researcher divided the students into 7 groups that consist of 3 students and last group consists of 4 students. Each group was asked to create dialogue and they would have performed it on Saturday, May 7th 2016. Researcher showed some example dialogue to avoid unbalance weight of dialogue that they would made.

As the closing session of the meeting, the researcher asked the students' difficulties during the teaching and learning activity. If they might have some questions, the researcher tried a bit to explain and answer them. The researcher

also reminded the students to practice role play at home with their partner and learnt more about expressing invitation. At the end, the researcher closed the class by greeting.

b. Second meeting (Saturday, May 7th 2016)

The researcher started the class by greeting and asking the students' condition continued by checking students' attendance. In this meeting, the researcher reviewed again about expressing invitation topic.

Students were asked to move into groups that have been divided on previous meeting. The researcher gave a time for each group to prepare their performance meanwhile the researcher gave example how to express and how to show respond invitation to students with researcher's partner using role play. The performance was started by group 1st, and continued by group 2nd, and last performance was showed by group 7th. Before each group performed using role play in the front of the class, the researcher asked to introduce their group and gave their script to the researcher.

Before the time meeting ended, the researcher gave feedback about their performance to each groups. As the closing session of the meeting, the researcher gave role play transcript for each group. the researcher asked them to practice at home and analyze where the setting place is taken. Besides that, the researcher pay attention for their pronunciation and their intonation in last meeting's performance would be better. The researcher asked the students' difficulties during the teaching and learning activity. If they might have some questions, the

researcher tried a bit to explain and answer them. At the end, the researcher closed the class by greeting.

c. Third meeting (Thursday, May 12th 2016)

This meeting was the last meeting in this cycle. Before starting the class, the researcher said the greeting and asking the students' condition continued by checking students' attendance. Besides, the researcher also checked their readiness to perform their role play and gave them 10 minutes to prepare as mean of the organization of the time. While they prepared their role play, the researcher and partner distributed a worksheet related to the given material in the previous meeting to avoid the unpredictable situation during the performance of the students.

After finishing their preparation, the researcher called their names randomly to perform role play and she directly took score on their performance.

Meanwhile, the rest of the students who did not perform yet, they did the worksheet related to the material and it is helped by the researcher's partner if they found any difficulties.

As the closing session of the meeting, the researcher asked the students' difficulties during the teaching and learning activity. If they might have some questions, the researcher tried a bit to explain and answer them. At the end, the researcher closed the class by greeting.

3. Observing

In the observing phase, the observer observed the class situation during the teaching and learning process, the researcher's explanation toward the material,

students' responses, such as participation, achievement, or the problems faced by them, and everything that were found in the activity. The researcher made the observation checklist (see appendix 9 and 10) that covered some descriptors about lesson plan, material, speaking activity, instructional process, role play activity, and students' participation toward teaching and learning process. as the addition, the observer might give some notes during the observation in the classroom.

The data from the field notes showed that the implementation ran well from the first meeting until the third meeting. However, there were some students did not actively involved in the teaching and learning process. In the second meeting the researcher tried to divide them into 7 groups based on the absent in order which is consisted by 3 students and 4 students, last meeting, the researcher did not change the group, so they could feel more confident with their group discussion.

4. Reflecting

After acting in the first meeting, the data being analyzed were taken from observation checklist that dad filled up by the collaborators, it showed that researcher already completed all the descriptors on the observation checklist. First, researcher reviewed and explained the procedure of expressing invitation. Second, researcher did pronunciation drilling, grammar, vocabulary building that was showed at the LCD. Third, the researcher explained role play to students. Fourth, researcher gave example how to practice role play that was helped by researcher's partner. Fifth, the researcher gave opportunity for students to practice role play in pair based on the dialogue which showed in the text book. Sixth, researcher also

monitored students who did not get the opportunity to speak, and researcher also gave follow up activity what students' practice with their partner. Seventh, the researcher divided them into seven groups and asked them to create expressing invitation dialogue. Eight, the researcher evaluated the meeting and remind them to pay attention about their pronunciation and intonation.

The last point that was recorded by observation checklist was how far the students' participant in the activities and how far the role play affected in teaching and learning process. Based on the result of observation checklist, it proved that role play allowed students to be active in the classroom and it also enhanced students' attainment. It also allowed teacher to give direct feedback and correction on students' errors in order to improve students' ability, because making errors is a part of learning. From the results of observation checklist which have been analyzed, the students' participant toward teaching and learning process such as students pay attention and students' respond to teacher explanation at number 4 means that the explanation from the teacher was good.

In the second meeting, the researcher needed to pay attention toward students who didn't follow the researcher's explanation. Some students were busy with their preparation to perform role play in the front of the class and the collaborator gave 3 point on observation checklist. In this phenomenon, the researcher should be more active to manage the class but in the other side the students were so interesting to learning English using role play technique. This meeting students performed role play in groups in the front of the class based on the dialogues of expressing invitation which they have already created at home.

After their performance, the researcher gave feedback how to pronounce word and fix students' speaking error such as great they said grit and so on.

On the collaborators point of view, role play made students actively engaged in teaching and learning activities. This teaching technique also involved students to explore and enlarge their understanding of the teaching material given.

It allowed researcher to give feedback and correction on students' performance.

Role play also permitted researcher to know students' difficulties in learning, and it was possible for researcher to give special treatment toward the students who had difficulties in speaking.

In the last meeting, students had been familiar with role play game and enjoyed the game. The students' participation indicated that there were improvements on their speaking skill. but still found difficulties in pronouncing some words. Students' post-test result illustrated that there were improvements on students' speaking skill. It means that the researcher would not have to conduct second cycle because it was successful on the first cycle.

At the end of the lesson, researcher asked students to fill up questionnaires (see appendix 12) about what their opinions about the use of role play in teaching speaking. The questionnaire consisted of 5 questions. The first question was aimed to identify the students' opinions toward the use of role play in teaching speaking. It showed that 32% of the students very enjoyable, 45% said that it was enjoyable and the rest of them answered that it was enjoyable enough. It means that students agree that role play was a joyful way in teaching speaking. The second question was about the helpfulness of role play in motivating students to

speaking up. The students' answers illustrated that 32% of the students very motivated, 54% of them were motivated and the rest of them said that they were motivated enough. It proved that role play can motivate them to speak in English.

Fourth question asking about the effect of role play in acquiring their speaking skill. It was about 32% of students confirmed that role play was very helpful and 68% supported that role play was helpful enough in helping them to acquire speaking skill. The next question was intended to identify the students' opinion whether the use of role play can improve their speaking skill or not and 100% students answered that they felt their speaking skill's improved due to the implementation of role play in the classroom. The last question was about asking their difficulties during the use of role play in teaching speaking. Most of them or about 73% still found difficulties. The difficulties deal with how to pronounce some words, grammar, and lack of vocabulary. Yet, some of them also added that the use of role play can help them in vocabulary mastery by creating their own dialogue and perform it. Besides, the role play itself adopted from the real life situation so everyone has opportunities to speak up and express their ideas orally in different word from transcript but have same meaning.

Role play is one of the methods that can be used to teach speaking English. Role play closed to students' imagination which brings them to the attractive activity. This section presents the discussion of the research findings toward the implementation of role play technique to improve students' speaking ability. It is revealed by the significant improvement from the preliminary study to post test in this cycle.

In scoring students' speaking ability before implemented role play although after implemented role play, this research used two raters. The rater A was the researcher himself while the rater B was the English teacher XI fashion boutique class at SMKN 1 Batu. The students speaking products were rated by using scoring rubric adapted from Mill (2009) which consists of five aspects, such as pronunciation, grammar, fluency, vocabulary, and comprehension. Comparing to the results from two raters in the post-test, the students speaking products do not show significant differences (see table 4.2).

Table 4.1 Comparison of Students Score of Two Raters in Cycle

	Mean	Max	Min
Rater A	79.1	92	60
Rater B	79.09	92	60
Comparison	0,18	0	0

According to table 4.1, it shows that average score of the two raters have little comparison which is 0.18. It also can be seen from the comparison between the maximum and minimum score. Related to the results, the students speaking products were considered reliable because they were calculated by two raters. The researcher also calculated how many students that could pass standard score of English lesson which is 75. Then, it is showed in the form of graphics below;

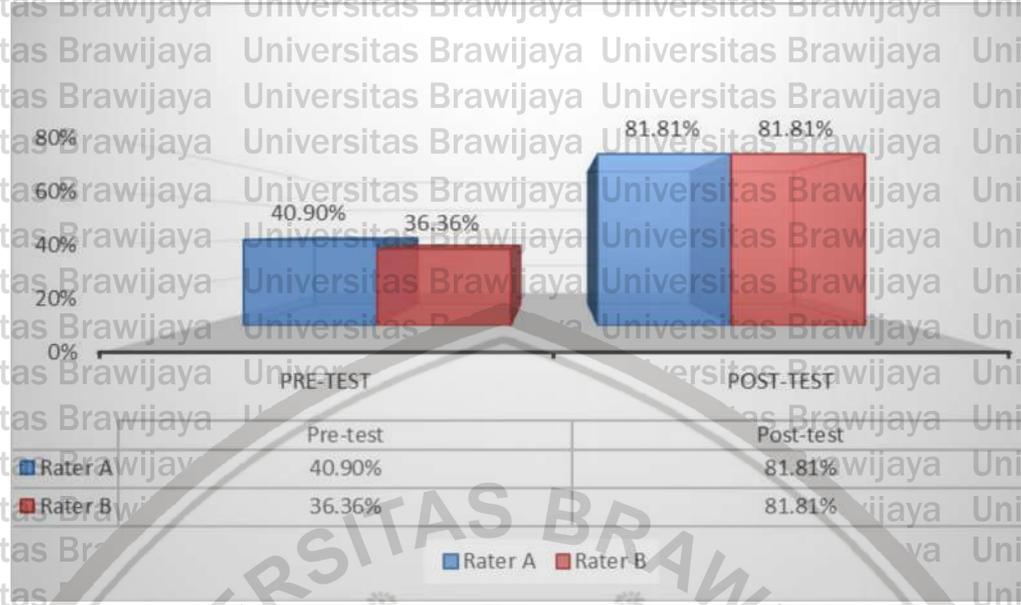


Figure 4.1. Graphic of the Students' Speaking Ability Improvements

The criteria of success that had been set by researcher is 75% of students' speaking score can reach minimum standard score of English. Before the implementation of role play, students who could pass minimum standard score of English were 9 students or it can be said that 40.90% calculated by the rater A and 8 students or 36.36% calculated by the rater B from the total students reach more than 75. After the implementation of role play, there were 18 students who got score more than 75 based on the rater A and rater B score. If it is converted into percentage, the result is 81.81%.

4.2 Discussion

Role play is one of the teaching activities that involve students to play a role derived from the everyday activity. Ladousse (1995) defines role play by its word where "role" is a particular person that can be their own or somebody else,

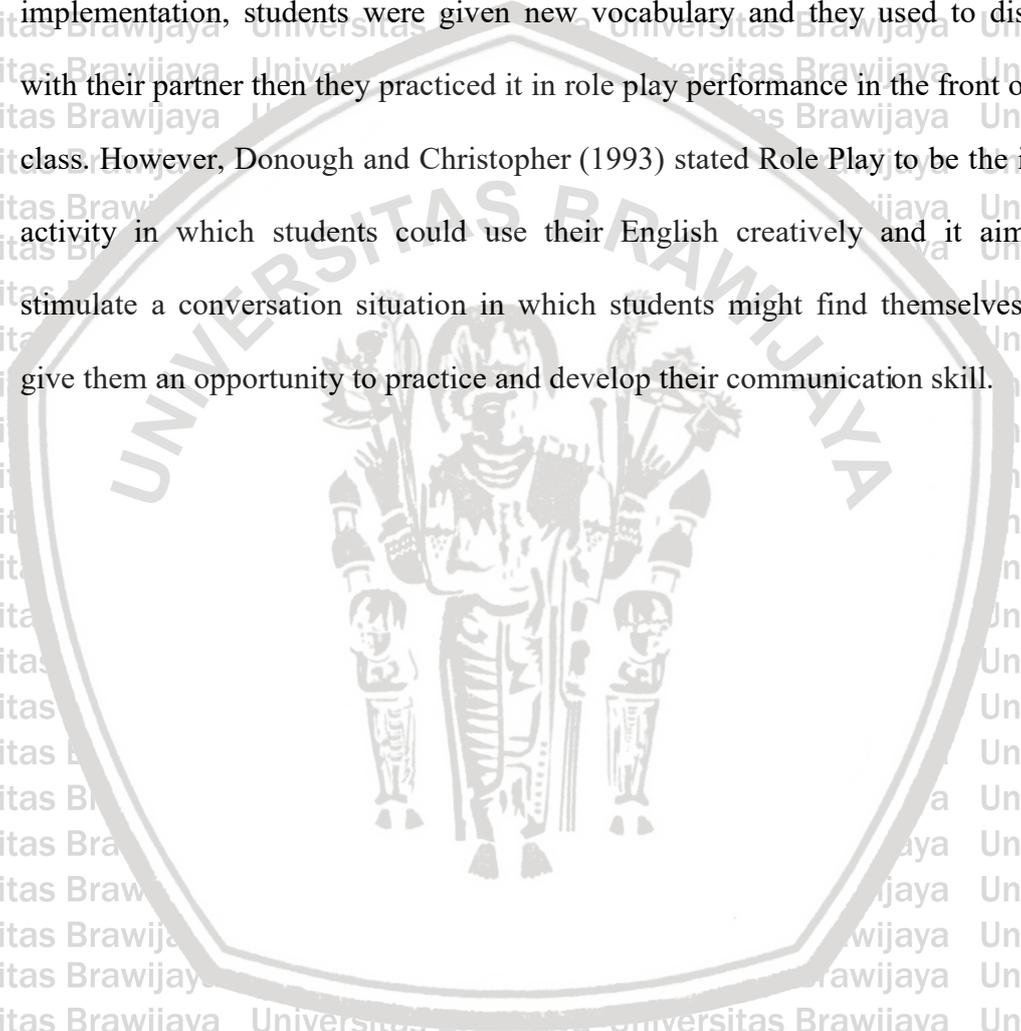
while playing, it means the environment in which students are inferred to play with. The role player may never feel become another person when they do a role play. Ments (1990) says that in role-playing, one is working a set of behaviors which is considered appropriate to a particular role. It is concerned with the feelings or responses and behavior as close as possible to the way someone is placed in that particular situation.

Based on this research's result, Role play technique proven to improve speaking classroom into a better situation in the way that the classroom situation becomes more alive and there is a rising students' participation and students' interest. According to Hattings, (1993) based on his observation in the conversation class, the Role Play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill. Role play also increased students' motivation as stated by Ments, 1999. Ments mentioned that role play is motivational and effective because it involves activity. Like Ments, while examining using role play on the students we also noticed that it was highly motivational because it was different from regular lecture based exercises which were monotonous for them. Through this activity, students were seen to gain a different experience related to their life and other social situation, which helped them to become more open from their rigid behavior.

Besides that, role play can improve students' vocabulary as Herrell & Jordan, 2008 stated that vocabulary role play is a strategy used to encourage

learners to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way.

Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role playing. In this research implementation, students were given new vocabulary and they used to discuss with their partner then they practiced it in role play performance in the front of the class. However, Donough and Christopher (1993) stated Role Play to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last chapter of this study. In this chapter, the researcher described conclusion of the research and suggestion for those who are closely to the English teaching.

5.1 Conclusion

After implementing the role play technique to improve students' speaking ability, role play technique can improve students' speaking ability that is identified from the significant improvement of students' speaking score achievement form before implementation and after implementation. Role play technique can improve speaking classroom into a better situation in the way that the classroom situation becomes more alive and there is a rising students' participation.

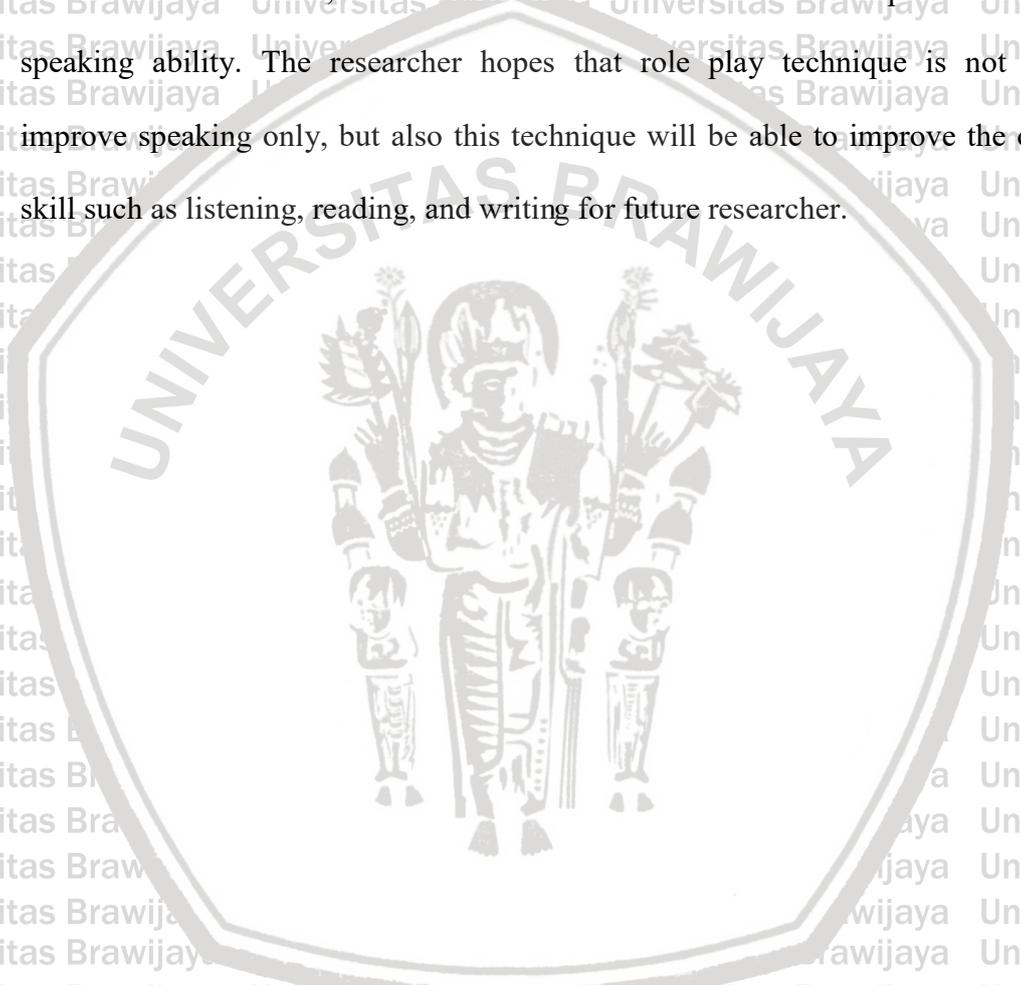
Moreover, the strengthen of role play implementation can improve the students' motivation toward teaching and learning English specially on the speaking skill, it is clearly shown at the result of the questionnaire after the students were given the treatment.

5.2 Suggestion

Although it is proven that the use of role play could improve students' speaking skill, this research also has some weaknesses. Some suggestions are given to minimize the obstacles that can happen during the implementation of role play in teaching speaking; For the teacher, in delivering the material, the teacher

should be able to choose the appropriate material and do not burden the students.

As a manager in classroom, the teacher should be creative to bring atmosphere in the class more alive. Therefore, the effective teaching technique might help the teacher in teaching and learning process especially for speaking class. Meanwhile, for the next researcher, this research is aimed to concern to improve students speaking ability. The researcher hopes that role play technique is not only improve speaking only, but also this technique will be able to improve the other skill such as listening, reading, and writing for future researcher.



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Appendix 1 : Letter of Recommendation



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341-575822
E-mail: fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Malang, 15 FEB 2016

Nomor : 044 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Kantor Kesatuan Bangsa dan Politik
Jalan Mustari nomor 6
Kota Batu, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Anang Andianto
NIM : 115110507111036
Semester : X (Sepuluh)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"IMPROVING STUDENTS' SPEAKING ABILITY USING ROLE-PLAY TECHNIQUE FOR TENTH GRADERS AT SMKN 1 BATU

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Tembusan: Yth
1. Kepala Dinas Pendidikan dan Kebudayaan Kota Batu
2. Kepala SMKN 1 Kota Batu

Appendix 2 : Approval Sheet from SMKN 1 Batu



DINAS PENDIDIKAN KOTA BATU
SEKOLAH MENENGAH KEJURUAN NEGERI 1 BATU
SMKN 1 BATU
(STATE VOCATIONAL HIGH SCHOOL)
Jl. Bromo No. 11, Telp./ Fax. (0341) 596400 Kota Batu, Kode Pos 65314
Website www.smkn1batu.co.id E-mail : smkn1batu@yahoo.co.id



SURAT KETERANGAN

Nomor : 422.S/256/422.102.5.01.1/2016

Yang bertanda tangan dibawah:

Nama : **JOKO SANTOSO, S.Pd, MT**
NIP : 19690201 200312 1 005
Pangkat/Gol : Penata Tk.I, III/d
Jabatan : Kepala
Unit Kerja : SMK Negeri 1 Batu

Dengan ini menerangkan bahwa mahasiswa yang tercantum di bawah ini:

Nama : **ANANG ARDIANTO**
NIM : 115110507111036
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Budaya
Universitas : Universitas Brawijaya Malang
Judul : **" IMPROVING STUDENTS'SPEAKING ABILITY
USING ROLE PLAY FOR THE ELEVENTH GRADERS
AT SMKN 1 BATU "**

Yang bersangkutan telah melaksanakan Penelitian di SMK Negeri 1 Batu mulai dari tanggal 20 April s.d 20 Mei 2016.

Demikian surat keterangan ini kami buat dan dipergunakan sebagaimana mestinya.

Batu, 1 Juni 2016
Kepala SMK Negeri 1 Batu


Joko Santoso, S.Pd, MT
Penata Tk.1
NIP:19690201 200312 1 005

Appendix 3 : Interview Guideline for Teacher in Preliminary Study

No.	Main point	The Objective of Interview	Interview Question
1.	The implementation of English language learning in the classroom.	Identifying the students' motivation in learning English.	Do the students motivated to learn English?
		Identifying media that is used in learning English.	What media that is used to support speaking process in the classroom?
		Identifying activities that get students' interest in learning English.	What kind of activities that get students' interest in learning English?
2.	The students' speaking skill	Identifying the students' speaking skill in English.	How good the students' speaking skill?
		Identifying the students' difficulties in acquiring speaking skill.	What kind of difficulties that are faced by the students?
		Identifying factors that make students find difficulties in learning to speak English.	What factors that make the students find those difficulties?
3.	The process of teaching speaking in the classroom	Identifying the existence of talking stick in teaching and learning process.	Have you ever implemented role play in teaching speaking?
		Identifying the process of teaching speaking in the classroom.	What kind of activities that is used to increase the students' speaking ability?
4.	The use of English in teaching and learning process	Identifying the frequency of using English in teaching and learning process.	How often do you use English in teaching and learning process?
		Identifying students' respond toward the use of English in teaching and learning process.	Are the students able to understand and respond question in English?
5.	Teaching speaking in the classroom	Identifying the frequency of teaching English.	How many time English taught in a week?
		Identifying minimal standard score of English lesson	How about the minimum standard score of English?

Appendix 4 : Result of Teacher's Interview

No.	Question	Summary of the answer
1.	Apakah siswa termotivasi untuk belajar bahasa Inggris?	Anak – anak antusias dalam belajar.
2.	Apa saja media yang digunakan untuk menunjang proses belajar mengajar dalam kelas?	Kalau untuk listening menggunakan speaker. Kemudian, LCD dan power point.
3.	Biasanya siswa tertarik untuk belajar bahasa Inggris menggunakan aktivitas apa?	Game, Tanya jawab.
4.	Bagaimanakah kemampuan berbicara siswa dalam bahasa Inggris?	Masih kurang. Ibarat nilai 1-5 murid berkisaran di angka 2
5.	Apa saja kesulitan yang sering dialami siswa saat berbicara dalam bahasa Inggris?	Pertama kurang vocabulary, ke-dua kurang percaya diri, faktor utamanya itu.
6.	Faktor apa yang menyebabkan kesulitan tersebut?	Kurangnya pembiasaan, kurangnya berlatih.
7.	Apakah pernah mengajarkan speaking menggunakan <i>role play</i> ?	Pernah, kalau materiya berkaitan dengan dialog pernah.
8.	Aktivitas seperti apa yang digunakan untuk mendukung kemampuan berbicara siswa?	Game terus menghafal vocabulary. Aktifitasnya bisa berdialog.
9.	Apakah saat pembelajaran berlangsung, guru lebih sering menggunakan bahasa Inggris?	Mixing, 50:50 antara Bahasa Indonesia dan Inggris
10.	Apakah siswa paham dan mampu merespon saat diberikan pertanyaan dalam bahasa Inggris?	50:50
11.	Berapa kali pelajaran bahasa Inggris diajarkan dalam satu minggu?	2 kali pertemuan
12.	Berapakah KKM untuk mata pelajaran bahasa Inggris?	75

Appendix 5 : Questionnaire Form for Students in Preliminary Study

Petunjuk Pengisian Kuisisioner

Berilah tanda (X) pada jawaban yang anda anggap paling sesuai dengan keadaan anda!

1. Apakah anda suka belajar Bahasa Inggris?
 - a. Ya
 - b. Tidak
2. Model pembelajaran Bahasa Inggris seperti apa yang anda sukai?
 - a. Belajar melalui games
 - b. Belajar melalui lagu
 - c. Belajar melalui media video
 - d. Belajar berkelompok
3. Dari keempat ketrampilan berbahasa, manakah yang menurut anda paling sulit?

a. Mendengarkan	c. Membaca
b. Berbicara	d. Menulis
4. Jika jawaban anda pada nomor 3 adalah b. berbicara, apakah yang membuat anda mengalami kesulitan dalam hal tersebut?
 - a. Kelancaran berbicara dalam bahasa Inggris
 - b. Ketepatan tata bahasa (grammar)
 - c. Tidak ada ide
 - d. Ketepatan pengucapan
5. Apakah anda paham saat guru menjelaskan atau bertanya dengan menggunakan Bahasa Inggris?
 - a. Paham
 - b. Terkadang paham terkadang tidak paham
 - c. Kurang paham
 - d. Tidak paham
6. Jika jawaban anda pada nomor 5 adalah b, c atau d, apakah yang menyebabkan anda mengalami kesulitan untuk memahami penjelasan atau pertanyaan dengan menggunakan Bahasa Inggris?

a. Tidak mengetahui artinya	c. Jarang digunakannya B. Inggris
b. Guru berbicara terlalu cepat	d. Alasan lainnya:

Appendix 6 : Result of XI BB2 Students' Questionnaire in Preliminary Study

No.	Question	Answer	XI BB2	Percentage
1.	Apakah anda suka bahasa Inggris?	a. Ya	20	90.90%
		b. Tidak	2	9.09%
2.	Model Pembelajaran seperti apa yang anda sukai?	a. Belajar melalui games	5	22.72%
		b. Belajar melalui lagu	11	50%
		c. Belajar melalui media video	4	18.18%
		d. Belajar berkelompok	2	9.09%
3.	Dari keempat keterampilan berbahasa, manakah yang menurut anda paling sulit?	a. Mendengarkan	6	27.27%
		b. Berbicara	9	40.90%
		c. Membaca	2	9.09%
		d. Menulis	5	22.72%
4.	Jika Jawaban anda nomer 3 adalah b. berbicara, apakah yang membuat anda mengalami kesulitan dalam hal tersebut?	a. Kelancaran berbicara	4	44.44%
		b. Ketepatan tata Bahasa	2	22.22%
		c. Tidak ada ide	1	11.11%
		d. Ketepatan pengucapan	2	22.22%
5.	Apakah anda paham saat guru menjelaskan atau bertanya dalam bahasa Inggris?	a. Paham	1	4.54%
		b. Terkadang	19	86.36%
		c. Kurang paham	2	9.09%
		d. Tidak paham	-	0%
6.	Jika jawaban anda pada nomor 5 adalah b,c atau d, apakah yang menyebabkan anda mengalami kesulitan untuk memahami penjelasan atau pertanyaan dari guru?	a. Tidak mengetahui artinya	19	90.47%
		b. Guru berbicara terlalu cepat	1	4.47%
		c. Jarang digunakannya bahasa Inggris	1	4.47%
		d. Alasan lain	-	0%

Appendix 7 : Student's Pre-test Score

Name	Pre-test Score (Rater A)					Total	Pre-test Score (Rater B)					Total
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
S1	2	3	3	2	2	48	3	2	2	3	3	52
S2	3	3	2	3	3	56	2	3	3	3	3	56
S3	4	4	3	4	4	76	4	4	4	3	4	76
S4	2	3	2	3	2	48	2	2	3	3	3	52
S5	3	3	4	4	3	68	3	3	3	3	4	64
S6	4	4	4	4	4	80	4	4	4	5	4	84
S7	3	4	4	4	4	76	4	4	4	4	4	80
S8	3	3	2	2	2	48	2	3	3	2	2	48
S9	4	4	4	5	4	84	4	4	4	5	4	84
S10	2	3	3	3	3	56	2	2	3	3	3	52
S11	4	4	3	4	4	76	4	4	4	3	4	76
S12	3	3	2	3	3	56	2	3	3	3	4	60
S13	3	4	4	4	4	76	4	3	3	4	4	72
S14	2	3	3	3	3	56	2	3	3	3	3	56
S15	4	3	3	4	4	72	4	4	3	3	3	68
S16	3	4	4	4	4	76	4	4	4	3	4	76
S17	2	2	3	3	3	52	2	3	3	3	3	56
S18	2	3	3	2	2	48	2	2	3	3	3	52
S19	2	2	2	1	2	36	2	2	2	2	2	40
S20	3	4	4	4	4	76	4	4	4	3	4	76
S21	3	3	3	4	3	64	2	3	3	3	4	60
S22	4	4	3	4	4	76	4	4	3	4	4	76

*Total Score = P+G+V+F+CX 4

Appendix 8 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMK Negeri 1 Batu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/2
Materi pokok	: Undangan Resmi Sederhana / Expressing Invitation
Alokasi Waktu	: 3x Pertemuan (6 JP)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.	1.1.1 Siswa dapat menunjukkan rasa syukur atas kesempatan belajar bahasa Inggris dengan cara mengikuti pelajaran dengan baik
2	2.3. Menunjukkan perilaku tanggung jawab,	

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Siswa menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman 2.3.2 Siswa menunjukkan sikap percaya diri dalam berkomunikasi dengan guru dan teman 2.3.3 Siswa menunjukkan sikap bertanggung jawab dalam kegiatan pembelajaran
3	3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya	3.4.1 Siswa mengidentifikasi fungsi sosial dari teks undangan resmi yang diberikan 3.4.2 Siswa mengidentifikasi struktur teks undangan resmi yang disediakan 3.4.3 Siswa mengidentifikasi unsur kebahasaan yang ada dalam teks undangan resmi yang diberikan
4	4.4. Menangkap makna teks undangan resmi. 4.6. Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Siswa mampu menangkap makna dari teks undangan resmi yang diberikan 4.6.1 Siswa mampu menyusun teks undangan resmi yang berkesinambungan secara lisan berdasarkan topik yang diberikan 4.6.2 Siswa mampu menggunakan struktur teks dan unsur kebahasaan yang benar dalam teks undangan resmi yang dibuatnya

C. Tujuan Pembelajaran

Pertemuan 1

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. menunjukkan kesungguhan belajar bahasa Inggris terkait dengan teks undangan sederhana formal maupun informal.
2. menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks undangan sederhana formal maupun informal.
3. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks undangan.
4. merespon makna dari teks undangan resmi sederhana secara berkelompok maupun individu.

Pertemuan 2

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks undangan sederhana secara formal maupun informal.
2. menyusun dialog berkaitan dengan undangan sederhana.
3. Merespon makna dialog berkaitan dengan undangan sederhana.

Pertemuan 3

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dan pesan moral dari teks undangan resmi sederhana.
2. secara berkelompok, siswa menyusun undangan resmi sederhana secara lisan dengan tepat.
3. merespon undangan resmi sederhana secara lisan dengan tepat.

D. Materi Pembelajaran

Fungsi Sosial

Menjaga hubungan transaksional dengan orang lain

Struktur

- Salutation

- Will/ Could you come with me to the exhibition?

- Is it possible for you to attend my birthday party?

- Closing

Unsur kebahasaan

1. Tata Bahasa: Present Tense, Future Tense
2. Penggunaan modal: *must, shall, will, should, would, can, could, may, dan might.*
3. *Accepting and refusing*

4. Ejaan dan penggunaan bahasa dengan baik
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

E. Metode Pembelajaran

1. *Scientific Approach*
2. *Contextual Teaching and Learning* = Pembelajaran kontekstual
3. *Communicative Language Teaching* = Pembelajaran komunikatif
4. *Role play*

F. Media, Alat dan Sumber Belajar

1. Media
 - Powerpoint
2. Alat
 - Laptop
 - LCD projector
 - Papan tulis
 - Spidol
3. Sumber belajar
 - Buku Bahasa Inggris kelas XI Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2014
 - Buku paket sekolah

G. Langkah-Langkah Kegiatan Pembelajaran Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyapa dengan menggunakan bahasa inggris agar tercipta <i>English Environment</i> "Good morning class? How are you today?" dilanjutkan berdoa. 2. Guru mengecek kehadiran siswa. 3. Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	10 menit
Kegiatan inti	<p>Mengamati (<i>Observing</i>) dan Mempertanyakan (<i>Questioning</i>)</p> <ol style="list-style-type: none"> 1. Siswa memperhatikan materi yang diperlihatkan oleh guru menggunakan LCD 2. Siswa menjawab pertanyaan-pertanyaan yang diberikan oleh guru berkaitan dengan materi yang disampaikan melalui LCD 3. Siswa berlatih menentukan gagasan utama dan informasi rinci 4. Siswa membacakan contoh-contoh teks 	70 menit

	<p>mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</p> <p>Mengumpulkan informasi (Collecting information)</p> <ol style="list-style-type: none"> 1. Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. 2. Guru memberikan penjelasan mengenai fungsi sosial, struktur bahasa dan unsur kebahasaan yang terdapat pada teks. <p>Mengasosiasi (Associating)</p> <ol style="list-style-type: none"> 1. Secara berkelompok yang terdiri dari 3 orang, siswa mendiskusikan ungkapan yang mereka temukan di buku paket. 2. Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. 3. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok. <p>Mengkomunikasikan (Networking)</p> <ol style="list-style-type: none"> 1. Siswa menyusun teks undangan secara lisan dengan arahan dari guru. 2. Guru memberikan feedback. 	
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Guru mengajukan pertanyaan sebagai refleksi kepada siswa tentang pemahaman materi yang telah mereka pelajari. 2. Guru bersama-sama siswa membuat ringkasan tentang materi yang telah dipelajari hari ini. 3. Guru meminta ketua kelas untuk memimpin do'a. 	<p>10 menit</p>

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1 Guru menyapa dengan menggunakan bahasa Inggris agar tercipta <i>English Environment</i> “<i>Good afternoon class? How are you today?</i>” dilanjutkan berdoa. 2 Guru mengecek kehadiran siswa. 3 Guru meriview materi yang telah dipelajari sebelumnya. 4 Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	10 menit
Kegiatan inti	<p>Mengamati (<i>Observing</i>) dan Mempertanyakan (<i>Questioning</i>)</p> <ol style="list-style-type: none"> 1. Siswa mempelajari teks dialog yang sudah di diberikan oleh guru. 2. Siswa mengamati dan mempertanyakan metode <i>role play</i> <p>Mengumpulkan informasi (<i>Collecting information</i>)</p> <ol style="list-style-type: none"> 1. Siswa mengidentifikasi unsur bahasa yang terdapat pada dialog. 2. Dengan bimbingan guru, siswa berlatih mengucapkan kata-kata yang ditemukan sebagai pronunciation drill. 3. Guru memberikan feedback. <p>Mengasosiasi (<i>Associating</i>)</p> <ol style="list-style-type: none"> 1. Siswa mempelajari <i>role play</i>. 2. Siswa secara berkelompok mendiskusikan dialog dengan metode <i>role play</i> yang sudah di berikan oleh guru. <p>Mengkomunikasikan (<i>Networking</i>)</p> <ol style="list-style-type: none"> 1 Siswa menyusun teks undangan secara lisan menggunakan metode <i>role play</i> dengan topic yang sudah diberikan oleh guru. 2 Guru memberikan feedback. 	70 menit
Penutup	<ol style="list-style-type: none"> 1 Guru mengajukan pertanyaan sebagai refleksi kepada siswa tentang pemahaman materi yang telah mereka pelajari. 2 Guru bersama-sama siswa membuat 	10 menit

ringakasan tentang materi yang telah dipelajari hari ini.
3 Guru memberikan memberikan dialog undangan untuk dipelajari secara berkelompok secara lisan dengan menggunakan metode <i>role play</i> .
4 Guru meminta ketua kelas untuk memimpin do'a.

Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> Guru menyapa dengan menggunakan bahasa inggris agar tercipta <i>English Environment</i> “<i>Good morning class? How are you today?</i>” dilanjutkan berdoa. Guru mengecek kehadiran siswa. Guru meriview kembali materi yang telah dipelajari sebelumnya. Guru mengecek tugas yang diberikan pada pertemuan sebelumnya. Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	10 menit
Kegiatan inti	<p>Mengamati (<i>Observing</i>) dan Mempertanyakan (<i>Questioning</i>)</p> <ol style="list-style-type: none"> Siswa mengamati dialog undangan (<i>expressing invitation</i>) Siswa mempertanyakan setting tempat pada dan unsur kebahasaan yang terdapat pada dialog undangan. <p>Mengumpulkan informasi (<i>Collecting information</i>)</p> <ol style="list-style-type: none"> Siswa mempelajari vocabulary pada dialog. <p>Mengasosiasi (<i>Associating</i>)</p> <ol style="list-style-type: none"> Secara berkelompok, siswa mempelajari tutur bahasa, intonasi, grammar pada dialog yang sudah diberikan oleh guru. <p>Mengkomunikasikan (<i>Networking</i>)</p> <ol style="list-style-type: none"> Secara berkelompok, siswa berdialog dengan menggunakan metode <i>role play</i>. 	70 menit

	2. Guru memberikan feedback.	
Penutup	<ol style="list-style-type: none"> 1. Guru mengajukan pertanyaan sebagai refleksi kepada siswa tentang pemahaman materi yang telah mereka pelajari. 2. Guru bersama-sama siswa membuat ringkasan tentang materi yang telah dipelajari hari ini. 3. Guru meminta ketua kelas untuk memimpin do'a. 	10 menit

H. Penilaian

1. Jenis: Tes lisan.
2. Teknik dan bentuk penilaian:
Rubrik Penilaian Keterampilan Bicara

Categories	Score	Description
Pronunciation	5	Has view traces as foreign action
	4	Always intelligible, through one is conscious of a definite action
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
	1	Pronunciation problems. So severe as to make speech virtually unintelligible
Grammar	5	Make view (if any) noticeable error of Grammar or word order
	4	Occasionally makes grammatical and or word order error which do not, however, obscure meaning
	3	Makes frequent error of grammar and word order occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, often rephrase sentence and or restrict himself to basic patterns
	1	Error in grammar and word order so severe as to make speech virtually unintelligible vocabulary
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker

	4	Sometimes uses in appropriate terms and or must rephrase ideas because of inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because in adequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slight effected by language problems
	3	Speed and fluency are rather strongly effective by language problems
	2	Usually hesitant, often forced in to silence by language limitation
	1	Speech is as halting and fragmentary as to make conversation virtually impossible
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.
	1	Cannot be said to understand even simple conversation English

I. The example of role play script that made by researcher

Dialogue 1. Invite to the movie

Julia : hay Rosa

Rosa : hay Julia, what's the matter?

Julia : Nothing, there will be a good movie tonight, that's about Civil War. Would you like to go to the movie with me?

Rosa : yes, that's sound great. Can I invite Silvy go together with us?

Julia : sure.

Rosa : silvy, would you like to go to the movie with me and Julia tonight?

Silvy : Thank you for asking me, but I'm sorry I can't go with you tonight because I have a lot of home works for tomorrow. How about Saturday night?

Dialogue 2. Invite to computer exhibition

Dewi : There is a computer exhibition in Batos. It is from Thursday to Sunday. Would you like to go?

Maria : I'd love to. Could I ask Desi to come with us?

Dewi : Sure.

Maria : would you come to Batos with us? There is a computer exhibition.

Desi : Okay. When we will go?

Dewi : How about Sunday at 4?

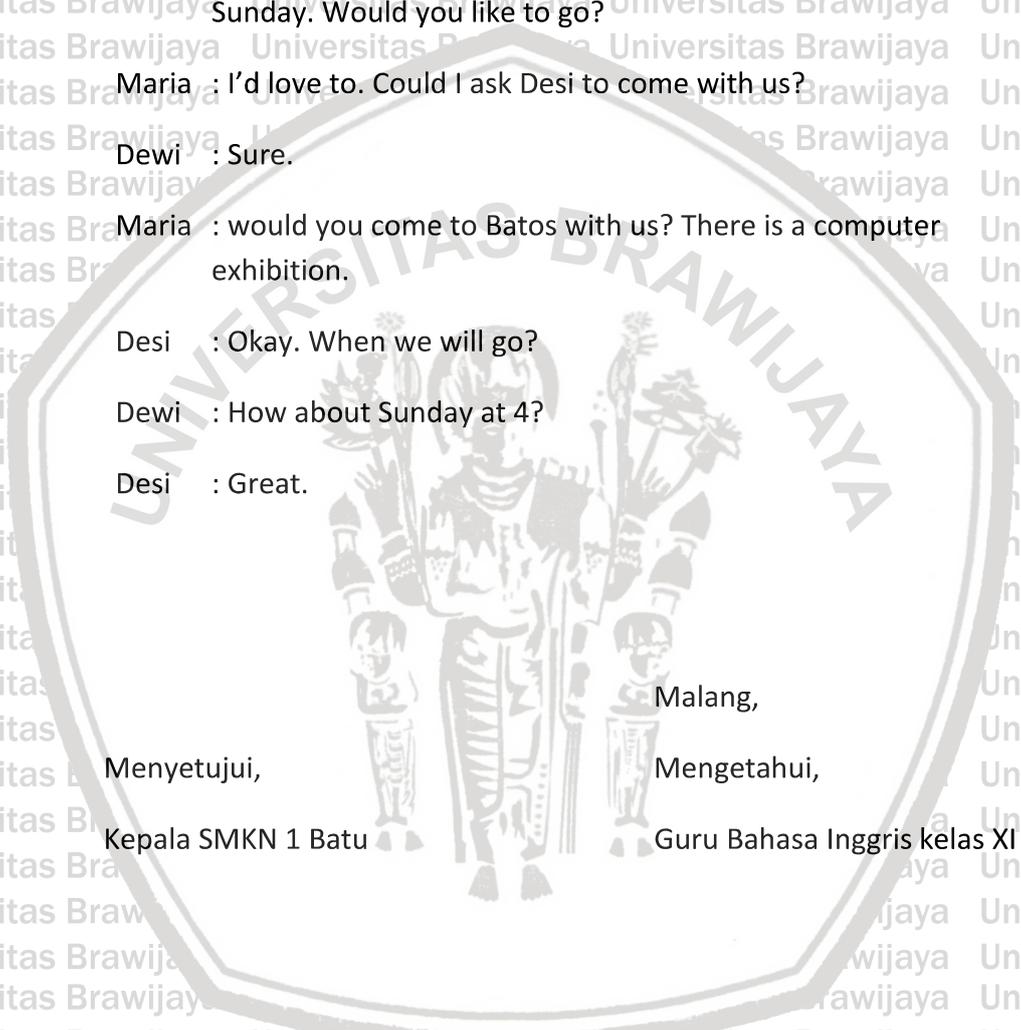
Desi : Great.

Menyetujui,
Kepala SMKN 1 Batu
Malang,
Mengetahui,
Guru Bahasa Inggris kelas XI BB2

Joko Santoso, S.Pd, MT

Khoirul Umah, S.Pd

NIP. 19690201 200312 1 005



Give the checklist (✓) to the appropriate descriptions

Observation Checklist on Teacher Role in Speaking Activities

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Lesson plan	Designing teaching objective				
		Teaching steps shown clearly				
		scoring system shown clearly				
2.	Material	Explaining the material theoretically correct				
		Relevant material with teaching and learning process				
		Using media to support learning process				
3.	Speaking activity	Leading students to be active in the class				
		Attract students' motivation and participation				
		Giving feedback to students' speaking activity				
4.	Instructional process	Explaining the objective of teaching and learning activities				
		Introducing and explaining the material				
		Guiding the students to understand the material				

Observation Checklist on Students' Participation in the Activities

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Students' participation toward teaching and learning process	- Paying attention to teacher's explanation and instruction				
		- Responding to teacher's explanation and instruction				
2.	Role Play Activity	- Involve actively in the teaching and learning activities				
		- Performing the role play based on the script.				

Descriptions:

4 = very good

3 = good

2 = enough

1 = less

Malang,

Observer,

Note:

Appendix 10: Observation Checklist Form for Post-test

Give the checklist (v) to the appropriate descriptions
Observation Checklist on Teacher Role in Speaking Activities

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Lesson plan	Designing teaching objective				
		Teaching steps shown clearly				
		scoring system shown clearly				
2.	Speaking activity	Leading students to be active in the class				
		Attract students' motivation and participation				
		Giving feedback to students' speaking activity				
3.	Instructional process	Explaining the objective of teaching and learning activities				
		Introducing and explaining the material				
		Guiding the students to understand the material				

Observation Checklist on Students' Participation in the Activities

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
2.	Role Play Activity	- Involve actively in the teaching and learning activities				
		- Performing the role play based on the script.				

Descriptions:

4 = very good

3 = good

Note :

2 = enough

1 = less

Malang,

Observer,

Appendix 11a: Observation Checklist Result Meeting 1

Give the checklist (v) to the appropriate descriptions

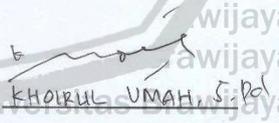
NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Lesson plan	Designing teaching objective				✓
		Teaching steps shown clearly				✓
		scoring system shown clearly				✓
2.	Material	Explaining the material theoretically correct				✓
		Relevant material with teaching and learning process				✓
		Using media to support learning process			✓	
3.	Speaking activity	Leading students to be active in the class			✓	
		Attract students' motivation and participation			✓	
		Giving feedback to students' speaking activity			✓	
4.	Instructional process	Explaining the objective of teaching and learning activities			✓	
		Introducing and explaining the material				✓
		Guiding the students to understand the material			✓	

Observation Checklist on Teacher Role in Speaking Activities

Observation Checklist on Students' Participation in the Activities

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Students' participation toward teaching and learning process	- Paying attention to teacher's explanation and instruction			✓	
		- Responding to teacher's explanation and instruction			✓	✓
2.	Role Play Activity	- Involve actively in the teaching and learning activities				✓
		- Performing the role play based on the script.			✓	

Descriptions:
 4 = very good 2 = enough
 3 = good 1 = less
 Note :

Malang,
 Observer,

 KHORUL UMAH, S.Pd

Appendix 11b: Observation Checklist Result Meeting 2

Give the checklist (✓) to the appropriate descriptions

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Lesson plan	Designing teaching objective				✓
		Teaching steps shown clearly				✓
		scoring system shown clearly				✓
2.	Material	Explaining the material theoretically correct				✓
		Relevant material with teaching and learning process				✓
		Using media to support learning process			✓	
3.	Speaking activity	Leading students to be active in the class			✓	
		Attract students' motivation and participation			✓	
		Giving feedback to students' speaking activity			✓	
4.	Instructional process	Explaining the objective of teaching and learning activities				✓
		Introducing and explaining the material				✓
		Guiding the students to understand the material			✓	

Observation Checklist on Teacher Role in Speaking Activities

Observation Checklist on Students' Participation in the Activities

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Students' participation toward teaching and learning process	- Paying attention to teacher's explanation and instruction				✓
		- Responding to teacher's explanation and instruction				✓
2.	Role Play Activity	- Involve actively in the teaching and learning activities				✓
		- Performing the role play based on the script.			✓	

Descriptions:
 4 = very good 2 = enough
 3 = good 1 = less
 Note :

Malang,
 Observer,

[Signature]
 KHORUL UMMAH, S.Pd

Appendix 11c: Observation Checklist Result Meeting post-test

Give the checklist (✓) to the appropriate descriptions

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
1.	Lesson plan	Designing teaching objective				✓
		Teaching steps shown clearly				✓
		scoring system shown clearly				✓
2.	Speaking activity	Leading students to be active in the class			✓	
		Attract students' motivation and participation			✓	
		Giving feedback to students' speaking activity			✓	
3.	Instructional process	Explaining the objective of teaching and learning activities				✓
		Introducing and explaining the material				✓
		Guiding the students to understand the material			✓	

Observation Checklist on Students' Participation in the Activities

NO	Teaching components	Descriptors	Scale			
			1	2	3	4
2.	Role Play Activity	Involve actively in the teaching and learning activities			✓	✓
		Performing the role play based on the script.			✓	

Observation Checklist on Teacher Role in Speaking Activities

Descriptions:
4 = very good
3 = good
Note :

2 = enough
1 = less

Malang,
Observer,

KHOIRUL UMAH, S.Pd.

Appendix 12 : Students' Post-test Score

Name	Post-test Score (Rater A)					Total	Post-test Score (Rater B)					Total
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
S1	4	3	4	4	4	76	4	4	4	4	4	80
S2	4	4	4	4	4	80	3	4	4	4	4	76
S3	3	5	4	5	4	84	4	5	4	3	4	80
S4	4	3	3	2	4	64	3	3	4	4	3	68
S5	5	4	3	4	4	80	4	4	4	4	5	84
S6	5	4	5	4	5	92	5	5	4	4	4	88
S7	4	4	5	4	4	84	4	5	5	4	4	88
S8	3	4	3	4	3	68	3	3	3	4	3	64
S9	5	4	5	4	5	92	5	5	4	4	5	92
S10	4	4	4	4	4	80	3	4	4	4	4	76
S11	4	4	4	4	4	80	5	4	4	4	3	80
S12	5	4	3	4	4	80	4	4	4	4	5	84
S13	5	4	4	3	5	84	5	3	3	5	4	80
S14	4	3	4	4	4	76	3	4	4	4	4	76
S15	4	4	4	4	4	80	4	4	4	4	4	80
S16	5	4	5	4	4	88	5	5	5	4	4	92
S17	5	3	4	3	4	76	3	5	4	4	4	80
S18	3	3	3	4	3	64	3	3	4	3	4	68
S19	2	3	3	3	4	60	3	3	3	3	3	60
S20	4	4	4	4	5	84	4	4	4	4	4	80
S21	4	4	4	4	4	80	4	4	4	4	4	80
S22	5	5	4	4	4	88	5	4	4	4	4	84

*Total Score = P+G+V+F+CX 4

Appendix 13 : Questionnaire Form for Students after Treatment

Berilah tanda (X) pada jawaban yang anda anggap paling sesuai dengan keadaan anda!

1. Bagaimana pendapat kalian mengenai penggunaan *role play* dalam proses belajar mengajar?
 - a. Sangat menyenangkan
 - b. Menyenangkan
 - c. Cukup menyenangkan
 - d. Kurang menyenangkan
2. Apakah metode *role play* membuat anda lebih termotivasi dalam kegiatan speaking dalam bahasa Inggris?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Cukup termotivasi
 - d. Tidak termotivasi
3. Apakah *role play* yang digunakan dalam proses belajar mengajar membantu anda untuk lebih mudah menguasai speaking?
 - a. Sangat membantu
 - b. Cukup membantu
 - c. Kurang membantu
 - d. Tidak membantu
4. Apakah anda merasa kemampuan anda dalam berbicara bahasa Inggris meningkat setelah belajar menggunakan metode *role play*?
 - a. Ya
 - b. Tidak
5. Apakah anda mengalami kesulitan ketika kegiatan *role play* berlangsung?
 - a. Ya
 - b. Tidak
6. Jika jawaban anda pada pertanyaan nomor 5 adalah a. ya, jelaskan apa saja kesulitan yang anda alami beserta alasannya! Jika tidak tuliskan saran anda terhadap penggunaan *role play*!

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Appendix 14 : The Result of Questionnaire after Treatment

No.	Question	Answer	XI BB2	Percentage
1.	Bagaimana pendapat kalian mengenai penggunaan <i>role play</i> dalam proses belajar mengajar?	a. Sangat menyenangkan	7	31.81%
		b. Menyenangkan	10	45.45%
		c. Cukup menyenangkan	5	22.72%
		d. Kurang menyenangkan	0	0%
2.	Apakah metode <i>role play</i> membuat anda lebih termotivasi dalam kegiatan speaking dalam bahasa Inggris?	a. Sangat termotivasi	7	31.81%
		b. Termotivasi	12	54.54%
		c. Cukup termotivasi	3	13.63%
		d. Tidak termotivasi	0	0%
3.	Apakah <i>role play</i> yang digunakan dalam proses belajar mengajar membantu anda untuk lebih mudah menguasai speaking?	a. Sangat membantu	7	31.81%
		b. Cukup membantu	15	68.18%
		c. Kurang membantu	0	0%
		d. Tidak membantu	0	0%
4.	Apakah anda merasa kemampuan anda dalam berbicara bahasa Inggris meningkat setelah menggunakan <i>role play</i> ?	a. Ya	22	100%
		b. Tidak	0	0%
5.	Apakah anda mengalami kesulitan ketika kegiatan <i>role play</i> berlangsung?	a. Ya	16	72.72%
		b. Tidak	6	27.27%

Appendix 15 : Field Note

a. First meeting (Thursday, May 5th 2016)

The researcher started the class by greeting and asking the students' condition continued by checking students' attendance. The researcher also introduced himself before giving the material. The material that had been delivered was about expressing invitation. Because of the material had been explained by the English teacher in the previous week, so the researcher just took the review material using power point presentation and show it through LCD. The students were asked by researcher to practice in pairs about the material which showed in LCD and the researcher drilled their speaking. As it was almost the last period, most of the students were tired to start the activity. Then, the teacher-researcher asked them to pay attention and start the lesson. He told the students that they would get a new method to use in learning English especially in speaking and the students curious what it was.

After they appeared to understand with expressing invitation, the researcher started to introduce the role play technique. Researcher tried to practice role play in front of the class with researcher's partner which was provided on the dialogue at English textbook. Then it was continued by the students' turn to practice the provided role play in textbook. The researcher reminded the students to pay attention on their pronunciation and expression. The researcher also moved around the class to make sure the students were pay attention and help their difficulties to speak. Before the meeting ended, the researcher divided the students into 7 groups that consist of 3 students and last group consists of 4 students. Each group was asked to create dialogue and they would have performed it on

Saturday, May 7th 2016. Researcher showed some example dialogue to avoid unbalance weight of dialogue that they would made.

As the closing session of the meeting, the researcher asked the students' difficulties during the teaching and learning activity. If they might have some questions, the researcher tried a bit to explain and answer them. The researcher also reminded the students to practice role play at home with their partner and learnt more about expressing invitation. At the end, the researcher closed the class by greeting.

b. Second meeting (Saturday, May 7th 2016)

The researcher started the class by greeting and asking the students' condition continued by checking students' attendance. In this meeting, the researcher reviewed again about expressing invitation topic.

Students were asked to move into groups that have been divided on previous meeting. The researcher gave a time for each group to prepare their performance meanwhile the researcher gave example how to express and how to show respond invitation to students with researcher's partner using role play. The performance was started by group 1st, and continued by group 2nd, and last performance was showed by group 7th. Before each group performed using role play in the front of the class, the researcher asked to introduce their group and gave their script to the researcher.

Before the time meeting ended, the researcher gave feedback about their performance to each groups. As the closing session of the meeting, the researcher gave role play transcript for each group, the researcher asked them to practice at

home and analyze where the setting place is taken. Besides that, the researcher pay attention for their pronunciation and their intonation in last meeting's performance would be better. The researcher asked the students' difficulties during the teaching and learning activity. If they might have some questions, the researcher tried a bit to explain and answer them. At the end, the researcher closed the class by greeting.

c. **Third meeting (Thursday, May 12th 2016)**

This meeting was the last meeting in this cycle. Before starting the class, the researcher said the greeting and asking the students' condition continued by checking students' attendance. Besides, the researcher also checked their readiness to perform their role play and gave them 10 minutes to prepare as mean of the organization of the time. While they prepared their role play, the researcher and partner distributed a worksheet related to the given material in the previous meeting to avoid the unpredictable situation during the performance of the students. After finishing their preparation, the researcher called their names randomly to perform role play and she directly took score on their performance. Meanwhile, the rest of the students who did not perform yet, they did the worksheet related to the material and it is helped by the researcher's partner if they found any difficulties.

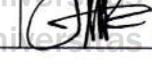
As the closing session of the meeting, the researcher asked the students' difficulties during the teaching and learning activity. If they might have some questions, the researcher tried a bit to explain and answer them. At the end, the researcher closed the class by greeting.

Appendix 16 : Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

- 1. Nama : Anang Andianto
- 2. NIM : 115110507111036
- 3. Program Studi : Pendidikan Bahasa Inggris
- 4. Judul Skripsi : Improving Students' Speaking Ability
Using Role Play Technique for The Tenth
Graders at SMKN 1 Batu
- 5. Tanggal Mengajukan : 16 Desember 2015
- 6. Tanggal Selesai : 4 Agustus 2016
- 7. Nama Pembimbing : Devinta Puspita Ratri, M.Pd
- 8. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	16-12-2015	Pengajuan Judul	Devinta Puspita Ratri, M.Pd	
2.	23-12-2015	Revisi Bab 1,2,3	Devinta Puspita Ratri, M.Pd	
3.	30-12-2015	Revisi Bab 1,2,3	Devinta Puspita Ratri, M.Pd	
4.	05-01-2016	Revisi Bab 1,2,3	Devinta Puspita Ratri, M.Pd	
5.	15-01-2016	Revisi Bab 1,2,3	Devinta Puspita Ratri, M.Pd	
6.	04-02-2016	Revisi Bab 1,2,3	Devinta Puspita Ratri, M.Pd	
7.	03-03-2016	Revisi Bab 1,2,3	Devinta Puspita Ratri, M.Pd	
8.	18-03-2016	Revisi Bab 1,2,3	Devinta Puspita Ratri, M.Pd	
9.	24-03-2016	Seminar Proposal	Devinta Puspita Ratri, M.Pd	
10.	06-04-2016	Pengajuan Bab 4,5	Devinta Puspita Ratri, M.Pd	
11.	14-04-2016	Revisi Bab 4,5	Devinta Puspita Ratri, M.Pd	
12.	10-05-2016	Revisi Bab 4,5	Devinta Puspita Ratri, M.Pd	
13.	17-05-2016	Revisi Bab 4,5	Devinta Puspita Ratri, M.Pd	
14.	15-06-2016	Revisi Bab 1,2,3,4,5	Devinta Puspita Ratri, M.Pd	
15.	22-06-2016	Revisi Bab 1,2,3,4,5	Devinta Puspita Ratri, M.Pd	
16.	13-07-2016	Revisi Bab 1,2,3,4,5	Devinta Puspita Ratri, M.Pd	
17.	21-07-2016	Seminar Hasil	Devinta Puspita Ratri, M.Pd	

18.	25-07-2016	Revisi Bab 1,2,3,4,5	Devinta Puspita Ratri, M.Pd	
19.	27-07-2016	Ujian Skripsi	Devinta Puspita Ratri, M.Pd	
20.	04-08-2016	Revisi Bab 1,2,3,4,5	Devinta Puspita Ratri, M.Pd	

Telah Dievaluasi dan Diuji dengan Nilai:

B+

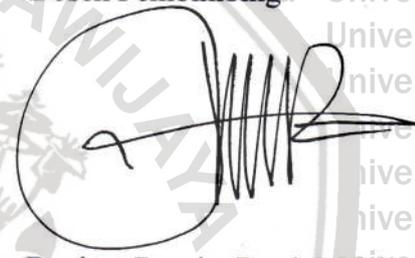
Malang, 04 Agustus 2016

Mengetahui,
Pembantu Dekan 1 Bidang Akademik

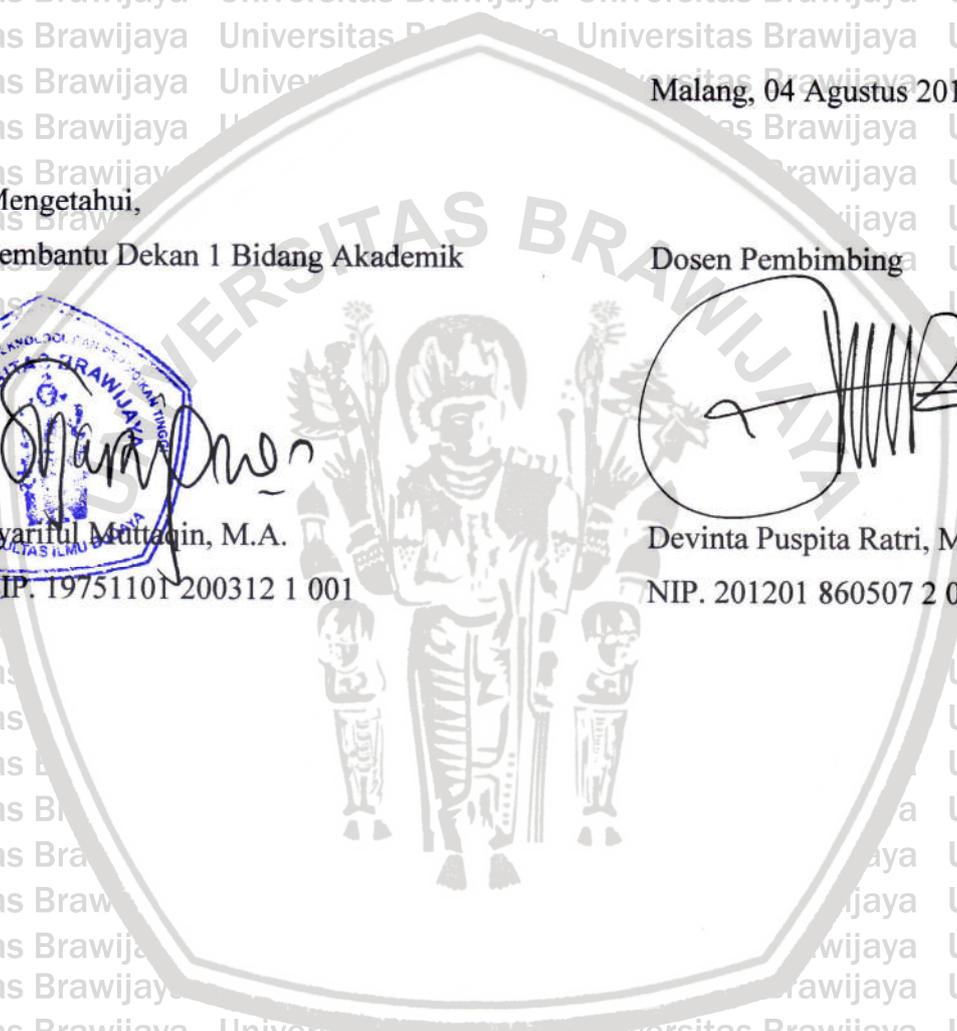
Dosen Pembimbing



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NIP. 19751101 200312 1 001



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NIP. 201201 860507 2 001



Appendix 17: Documents



a) Teaching and learning process



b) Performing role play



c) Performing role play



d) Performing role play